PRIMARY I

DISCOVER

Teacher's Guide

2018/2019

Term 1

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

Words From
The Minister of Education
& Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education

Contents

How to Use This Guide

The teaching guide is designed to provide instructors with a clear path to follow to implement multidisciplinary instruction and a dedicated mathematics window, devoted to building early numeracy. If instructors have not used such a guide before, some practical advice follows:

- Read each chapter carefully. Make notes and highlight important details.
- For the multidisciplinary window, read and annotate the Teacher Guide and Student Book side-by-side.
- For the mathematics window, please note that a section of the Student Book has been designated for students to draw, write and keep math activities.
- Take note of the following:
    - What are the students discovering or learning? (Content)
    - What are the students being asked to do? (Activity)
    - What is the teacher discovering about the students? (Assessment)
    - How could you adapt the lesson for the different abilities in your class? (Differentiation)
- Gather the necessary materials and make any preparations before implementing the lessons. Consider additional classroom management techniques necessary for your particular class and learning environment.
- During and after implementing each lesson, reflect and make notes on what was successful and possible suggestions for improvement.
- Planning with another teacher can often lead to greater implementation success as it provides an opportunity to discuss classroom expectations, management procedures and ensures that lessons are differentiated to better suit the needs of students. It is suggested that teachers meet with other instructors at least weekly to plan and reflect.

As outlined in the ***Introduction***, the school year is divided into four themes.

Within the **multidisciplinary** window, content is integrated across different disciplines. In one lesson, students may practice and apply skills in mathematics, social studies, science and the arts. Each theme includes chapters that coincide with project titles or topics. Projects are used as a means of formative assessment and allow students to demonstrate skills and knowledge across different content domains.

For the **multidisciplinary** guide, chapters are organized into three components:

Discover

- The beginning of each chapter introduces the thematic project to students. Discover allows students to explore what they already know related to the project, create some questions about what they wonder or want to learn more about, and discover via observation, questioning and discussion.

Learn

- Content across disciplines is integrated in the Learn portion of the chapter, with a specific focus on the project. Students practice and apply skills, building and demonstrating understanding.

Share

- At the close of each chapter, students share projects, reflect on their learning process and provide feedback to classmates.

Within the **mathematics** window, each theme is divided into chapters that serve to break up the content and skills into manageable portions. The teaching of mathematics and the building of numeracy is very linear, with students learning new content in increments, and adding to their conceptual development and understanding slowly over time.

For the **mathematics** guide, chapters are organized into three components:

Calendar and movement

- During this daily routine, students develop number sense, early place value concepts, counting fluency and problem-solving skills.

Learn

- During this daily routine, students learn and apply various math skills as the teacher guides them through review, instruction and practice.

Share

- During this daily routine, students develop their ability to express mathematical ideas.

Background

Based on the philosophy of the General Framework for the General and Technical Education Curricula 2018/2030 which aims at encouraging an Egyptian citizen to have the predefined specifications and necessary life skills for life and work in the 21st century, four themes have been prepared to represent the infrastructure of the curricula.

TERM 1:
Theme 1: Who Am I?
Theme 2: The World Around Me

TERM 2:
Theme 3: How the World Works
Theme 4: Communication

Each theme is organized by chapters, with three or four chapters in a theme. Every chapter begins with an **Overview**, **Learning Indicators**, and **Pacing Guide**. It is strongly suggested to thoroughly read each of these sections as they provide beneficial information as to the implementation of each project.

- The **Overview** provides a description of each component of the chapter as well as the total number of days for implementation.
- The **Learning Indicators** describe what students should know or be able to do.
- The **Pacing Guide** shows when each lesson of the chapter will be implemented. It also provides a description of each lesson.

Each theme involves the integration of subjects and includes projects as a means of formative assessment. Projects integrate topics and concepts of the different fields of study through a number of issues and challenges in order to develop a range of skills and their supporting values. The project includes a number of individual and group activities based on child activity and effectiveness that are fully linked to the theme and its goals.

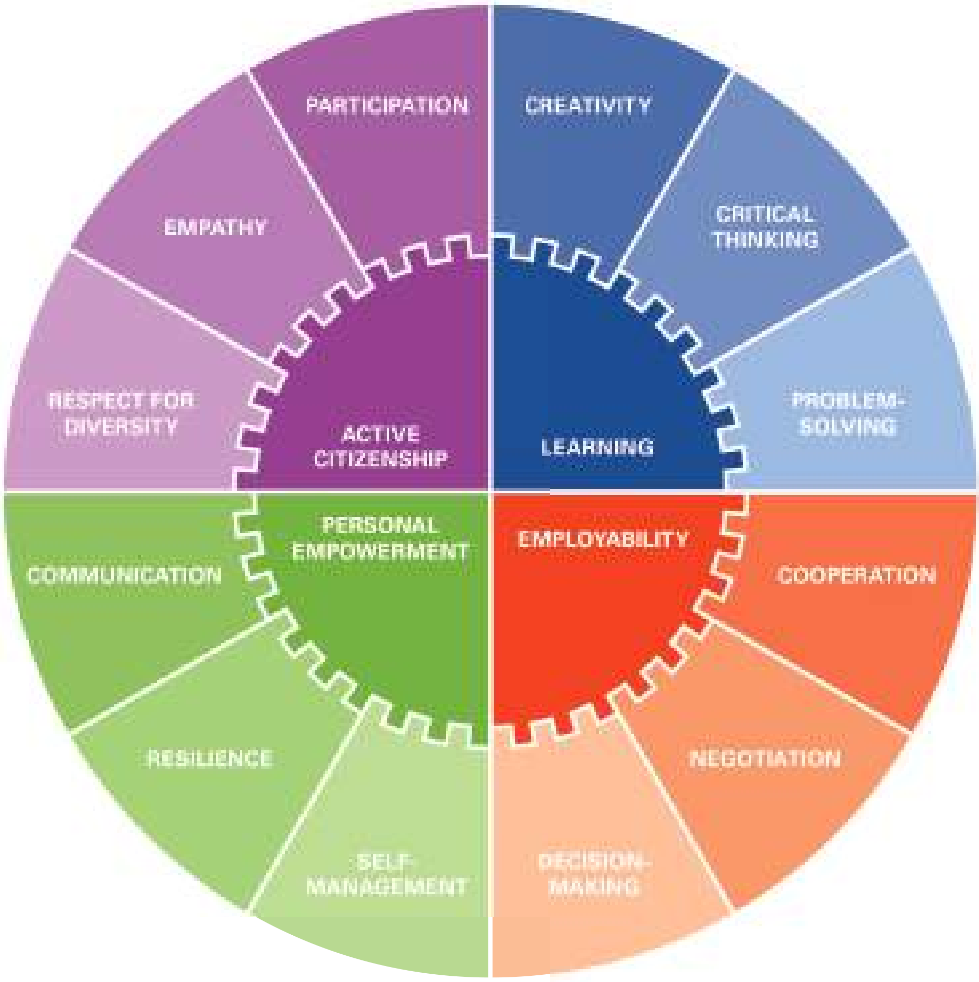
This curriculum guide is intended to support teachers in the preparation and implementation of projects by providing step-by-step instructions embedded with teacher input, instructional strategies, and classroom management techniques.

Life Skills

The Center for Curriculum and Instructional Materials Development Center at the Ministry of Education has established the General Framework for the General and Technical Education Curricula planned for the period 2018/2030. The framework aimed to develop a creative and innovative citizen who will continue to teach and learn, coexist in harmony with others, who is an effective leader and positive follower proud of his country and heritage, who adheres to his/her values, who has a competitive spirit and faith in work values and who is a promoter of the principles of entrepreneurship.

To achieve the specifications, 14 life skills were identified that must be acquired by each child. These skills are based on the 12 core skills developed by the Life Skills and Citizenship Education in the Middle East and North Africa (LSCE-MENA) initiative, led by UNICEF in collaboration with partners at country, regional, and global levels.

Two additional skills were identified as relevant to the Egyptian context: productivity and accountability. Productivity is classified under the Learning to Do employability skills, and Accountability is under the Learning to Live Together, active citizenship skills.



The Life Skills are classified into four learning dimensions:

- **Learn to Know:** learning skills (critical thinking, creative thinking, problem solving)
- **Learn to Do:** employability skills (cooperation, decision making, negotiation, productivity)
- **Learn to Be:** personal empowerment skills (self-management, accountability, communication, resilance)
- **Learn to Live Together:** active citizenship skills (participation, empathy, respect for diversity)

National and Global Issues



The framework also consists of five main issues: environment and development, health and population, globalization, non-discrimination and citizenship. The curriculum is based on the life skills and local, global issues and challenges within integrated areas of study rather than the separate educational subjects. While life skills are a daily part of the curriculum, each skill will be targeted as the students progress from KG1 through Primary 6.

Several teaching approaches are utilized to support the development of life skills including solving problems, working in teams, participating in play, and completing projects. These approaches allow students to develop life skills through the use of inquiry-based instructional strategies and interactions with peers.

MULTI P1

First Term Pacing Calendar

THEME 1: WHO AM I?

• All About Me	Lessons 1-10
• Family Trees	Lessons 11-17
• Who Are We?	Lessons 18-23
• Our Community	Lessons 24-30

THEME 2: THE WORLD AROUND ME

• Our Environment Poster	Lessons 31-38
• Moving Around Our Environment	Lessons 39-46
• Growing Food in the World Around Us	Lessons 47-53
• Celebrating the World Around Us	Lessons 54-60

P1 Pacing Guide

	WEEK	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
WHO AM I?	1	DISCOVER All About Me	DISCOVER All About Me	DISCOVER All About Me	DISCOVER All About Me	LEARN All About Me
	2	LEARN All About Me	LEARN All About Me	SHARE All About Me	SHARE All About Me	SHARE All About Me
	3	DISCOVER Family Tree	DISCOVER Family Tree	LEARN Family Tree	LEARN Family Tree	LEARN Family Tree
	4	SHARE Family Tree	SHARE Family Tree	DISCOVE "Who Are We?" Graphs	DISCOVER "Who Are We?" Graphs	LEARN "Who Are We?" Graphs
	5	LEARN "Who Are We?" Graphs	SHARE "Who Are We?" Graphs	SHARE "Who Are We?" Graphs	DISCOVER Our Community	DISCOVER Our Community
	6	DISCOVER Our Community	LEARN Our Community	LEARN Our Community	SHARE Our Community	SHARE Our Community
THE WORLD AROUND ME	7	DISCOVER Environment Map	DISCOVER Environment Map	DISCOVER Environment Map	LEARN Environment Map	LEARN Environment Map
	8	SHARE Environment Map	SHARE Environment Map	SHARE: Environment Map	DISCOVER: Moving Around	DISCOVER: Moving Around
	9	DISCOVER Moving Around	LEARN Moving Around	LEARN Moving Around	SHARE Moving Around	SHARE Moving Around
	10	SHARE Moving Around	DISCOVER Growing Food	DISCOVER Growing Food	LEARN Growing Food	LEARN Growing
	11	SHARE Growing Food	SHARE Growing Food	SHARE Growing Food	DISCOVER Celebrating	DISCOVER Celebrating
	12	LEARN Celebrating	LEARN Celebrating	SHARE Celebrating	SHARE Celebrating	SHARE Celebrating

Instructional Strategies

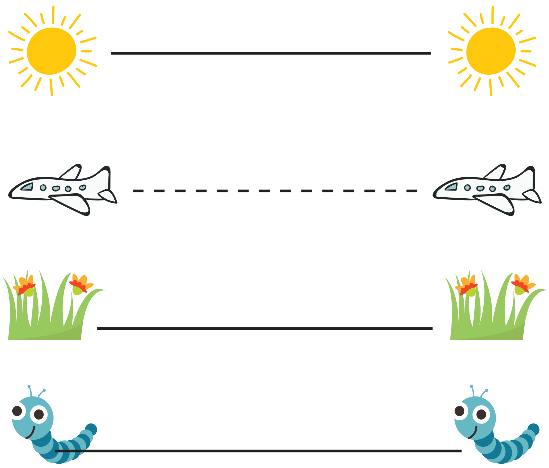
INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Brainstorm	Students provide multiple answers for an open-ended question. This can be done as a whole class or in groups or pairs. The purpose of a brainstorm is to list many answers, not to critique whether answers are realistic, feasible, or correct. Once an initial broad list is made, students can go back to answers to prioritize or eliminate some options. This strategy promotes creativity and problem solving.
Calling sticks	Teacher writes names of students on popsicle or ice cream sticks and places them in a can/jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another can/jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.
Can You Guess My 2-1-4?	Gather 2 facts, 1 clue, and 4 images about a topic. Present the facts to students one at a time. Have students discuss the facts and make predictions about what the topic might be. Move on and share the clue. Ask students to refine their predictions based on the new information. Finally, share images. Ask students to share their predictions, providing justifications for their predictions. This strategy engages students and encourages students to make predictions with limited (but increasing) amounts of information.
Charades	Teacher organizes students into small groups. One student silently acts out a concept so that his team can guess what he/she is acting out. Students take turns acting out concepts. This strategy promotes critical thinking, careful observation, and prediction.
Choral Reading	Choral reading is a literacy technique that helps students build fluency. During choral reading a group of students reads a passage out loud together with the teacher. If possible, the teacher points to the words as they are being read and students point to the words if written in workbooks. This technique allows students to practice fluency without the pressure of reading solo. It also supports students' confidence in reading and speaking out loud.
Attention Getting Signal	Teacher uses an explicit signal to get the attention of the class when they are talking in pairs or working in groups. There are many options for signals, and more than one can be used as long as students recognize it. Options include a clap pattern that students repeat, a simple call and response phrase, or a hand in the air (see: Hand Up). This strategy allows teachers to ask for students' attention without shouting or immediately disrupting student conversations.
Count Off	Teacher breaks students into groups by having students count off to a certain number. It's important to tell students to remember their number. For example, if the teacher wants three groups, the first student counts one, the next student says two, the next says three and the next student starts over at one, etc. When all students have counted, tell all the number ones to meet together, all the number twos and then all the number threes. This strategy enables time-efficient grouping and reinforces conceptual number use.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Four Corners	Each of the Four Corners of the classroom corresponds to a possible opinion about a thought-provoking statement. Teacher may post a picture or a prompt in each corner of the classroom to represent the opinions/statements. Students walk to the corner that interests them or expresses their opinion to group with other like-minded students. This strategy allows students to express opinions and to prepare justifications with others who agree before presenting to the class.
Gallery Walk	As if in a museum, students walk past displays and respond to questions or prompts about the display. This strategy can be used in multiple ways, including to consider ideas posted on chart paper around the classroom or to view classmates' final products. This strategy encourages diversity of thought. When used at the end of a project, this strategy allows students to celebrate and take pride in their work while also honoring and responding to others' work.
Half the picture	Given half of a picture, students predict what the rest of the picture will look like and draw it. This strategy requires students to use new information to complete an image. This active learning strategy ensures that students are building on prior knowledge and assimilating new knowledge.
Hands Up	Teacher holds a hand in the air to signal that students should stop what they are doing, stop talking, and look up at the teacher. When students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention getting signal.
Hands Up, Pair Up	Students stand and walk around the classroom quietly with one hand raised in the air. The teacher says "Stop--Pair Up". Students clap hands and stand together with a nearby student. Anyone with a hand still up needs as partner. Students can easily find each other and pair up.
I Do, We Do, You Do	I Do: Teacher demonstrates or models an action to take place, such as reading a passage to the students. We Do: Students repeat the action with the teacher, such as re-reading a passage in unison. You Do: Student practices the learned action without the guidance of the teacher. This strategy supports students by modeling an expectation, allowing for low-pressure practice, then providing opportunities for independent practice.
Imagine That	Teacher describes a person, animal, plant, or situation for students to act out. Students imagine that they are the living thing or are in the situation and act out what happens. This can also be done in groups with a student, or rotating students, acting as the leader. This strategy promotes imagination and long-term memory. (See also: Charades to add a guessing element.)
I See Very Clearly	Teacher tells students he/she sees something. Students guess what it is as teacher gives students clues. Students use observation and listening skills to guess correct object. This strategy emphasizes use and identification of object properties and characteristics.
Jigsaw	Organize students into "expert groups" of 4-6 (e.g., groups of six named A, B, C, D). Assign each group a topic or segment of information to learn. Give students time to learn and process their assigned segment. Then, rearrange students into new groups that include one student from each former "expert" group (e.g., six new groups that include one student from A, one from B, etc.). In the new groups, each student shares information on their expert topics with the rest of the group. This strategy reinforces the concept that learning is a group activity and encourages working together over competition.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
KWL Chart	A three-column chart that is used for the duration of a topic of study. It can be used whole group, small group, or individually. Column 1 (Know) contains answers to: What do students already know? Column 2 (Want) contains notes on what students Want to know (questions that they have). This column can be added to throughout the study. Column 3 (Learned) contains notes on what students have Learned and is added to periodically throughout a given topic of study. This strategy reinforces the idea that we bring what we already know into new learning situations, and that as we learn new questions often arise. It also reinforces the skill of taking notes.
Lean and Whisper	Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom. This is used for KG1 students as a specific type of the shoulder partner strategy.
Number Sign	Teacher can check for understanding quickly by asking a question and giving students a choice of answers. Students hold up one, two or three fingers in response to the question asked. Teacher quickly scans the fingers raised to get a sense of how many students are tracking the material.
One Stay One Stray	After working with partners, one person stays with the work product to present to other students while the second partner walks around and listens to peers in the class share. Then the two students switch roles. Using the strategy, both partners get to share their project and listen to others share.
Pair/share	Students work collaboratively with a partner to solve a problem or answer a question. This strategy asks students to think individually about a topic or answer and then share their ideas and thoughts with a classmate.
Popcorn	Call on one student to answer a question. After the student has answered the question, they say "popcorn" and say the name of another student. It is now the turn of that student to answer the question, then pick a new student, and so on. If a student has responded, they should not be called upon a second time during the same popcorn activity.
Role Play	Students pretend to be someone else - another student or another person - taking on the actions and dialogue of that person. Role-playing can also be done when speaking as a puppet. This strategy promotes empathy and respect for differences.
Shake It Share It High Five	Students move around the classroom until teacher signals to stop. Students then partner with a nearby student. Partners shake hands, share ideas or work products, then high five before moving around again to find a new partner. This strategy gets students out of their seats and moving, while also allowing them to share with classmates they don't sit near.
Shoulder partners*	Students lean and talk quietly with the person sitting next to them. Shoulder partner can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 -with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle). *See "Lean and Whisper" and "Turn and Talk" for further breakdown for KG1.
Sky Writing**	Teacher or student uses two fingers and straight arm to write a number or letter in the air. For numbers and letters, sky writing can include a grid (lines designated by clouds, a plane, grass, and a worm) that helps break down the direction of each stroke. This strategy allows students to learn and practice what numbers and letters look like before writing with a pencil. **See Sky Writing Procedure section for more information.

INSTRUCTIONAL STRATEGY NAME	BRIEF DESCRIPTION
Talking Sticks	Students sit in a small group. Teacher gives one student a talking stick (this can be anything-a pencil, actual stick, etc.). Only the student with the stick may speak. The student can then pass the stick to the next person. This strategy ensures that everyone has a turn speaking and that students don't interrupt each other.
T-chart	A T-chart is a two-column graphic organizer that allows students to visually arrange and present information. This strategy is used to compare and contrast.
Think Aloud	The teacher models a process of thinking by speaking aloud what is thought. As an example, "I think I need more color here in my drawing." This strategy models for students the type of thinking they can use in an upcoming activity.
Think Time	Teacher allows a distinct period of silence so that students can process tasks, feelings, and responses. Allow students 15-30 seconds to think to themselves before calling on anyone to provide an answer to the class.
Thumbs up	Teacher can quickly check for understanding using this strategy. Students hold thumbs up for agreement and thumbs down for disagreement to a question asked by the teacher. Thumbs up can also be used as a way for students to signal to a teacher that they are ready for an instruction.
Tree Map	A tree map is used for classifying and grouping. The top horizontal line contains the topic. The second horizontal line has as many branches as needed for subgroups that exist within the main topic. The overall structure of a tree map visually shows students the distinctions and connections between various topics.
Turn and Talk	Students turn "knee to knee" and "eye to eye" with a Shoulder Partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers. This is used for KG1 students as a specific type of the "Shoulder Partner" strategy.
Venn Diagram	Teacher draws two or more large overlapping circles as a graphic organizer to show what is the same and different about multiple topics. Teacher notes similarities in the overlapping section of the circles, then summarizes differences in the respective parts of the circles that do not overlap. This strategy allows students to visually see and record similarities and differences.
Wait time	Similar to the think time strategy, the teacher waits at least 7 seconds after asking a question to the whole class or after calling on a student to respond. This provides time for students to think independently before an answer is given out loud.
Whisper	Teacher can provide whole class verbal processing time by allowing students to respond to a question by Whispering the answer into their hands. This strategy prompts every student to attempt an answer, with no social-emotional recourse if their answer is wrong.
Word Web	Teacher writes the main topic in a center circle, then creates lines coming out from the circle to record key details about that main idea. This strategy encourages students to more deeply understand a topic and allows students to see how facts or pieces connect back to a larger topic.

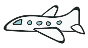
Sky Writing Procedure



Teacher will need dry erase or chalkboard with these lines:

The lines should always be referred to by their name, even if the icons are not on regular lined paper. Before writing students should identify where each line is located.

 is called the "Sky Line"

 is called the "Plane line"

 is the "Grass Line"

 is the "Worm Line"

Sky Writing posture: standing with dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder when Sky Writing.

The teacher writes on the lines and says the steps out loud. Then, students trace the number in the air, saying the steps out loud with the teacher. Repeat each number.

Example: steps to say out loud for Sky Writing the number 1.

"Start at the Sky Line, go straight down to the grass line."

PRIMARY 1

Multidisciplinary

WHO AM I?

Chapter 1: All About Me

Theme Overview

All About Me

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will begin discovering about themselves through their senses. They will think about how they use their senses and how these senses work together to help us and keep us safe. As students think 'All About Me,' they will also discover similarities and differences in their immediate families, extended families, and friends. This leads to thinking about students' responsibility within these relationships. Students practice sharing what they discover verbally and visually with their classmates.	4
Learn	Students use their discoveries to connect to how other people describe and introduce themselves using art and words. Students will analyze artwork and stories to compare to themselves. Students continue exploring the senses of sight and hearing, begin to learn and share about their likes and dislikes, and consider how they change as they get older. Students are introduced to the library as a resource for finding books to answer their questions. Students practice verbal introductions and respectful language.	3
Share	Students plan and complete their All About Me book. Students practice answering questions about themselves using pictures and compare their favorite things with others in the class. After completing their own All About Me books, students share in small groups and provide feedback to each other.	3

All About Me

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative **Negotiatie:** • Effective listening • Good inquiry
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.
Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:
- Participate in collaborative conversations.
- Produce complete sentences when appropriate to task and situation.
- Describe characters using key details.
- Ask and answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details and illustrations.

WRITING:
- Write from right to left.
- Write letters (tracing, imitating, independently).

SPEAKING AND LISTENING:
- Produce complete sentences when appropriate to task and situation.
- Use personal, possessive, and indefinite pronouns

MATH:
- Count objects and tell how many there are.
- Count by ones to 20.
- Read and write numerals from 0 to 20.
- Understand the relationship between numbers and quantities up to 20.

SCIENCE:
- Provide evidence that organisms are made of parts that help them carry out basic functions of life.
- Identify the characteristics of living organisms (sensation)
- Describe similarities and differences in humans.
- Design and make things with simple tools and materials.

ART:
- Identify primary colors.
- Use line to create images of humans, animals, and birds.
- Identify different coloring tools.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)
- Recognize the components of the computer and its interfaces such as (keyboard-mouse-mouse-plate-digital-printer ...).
- Identify the different technological devices (mobile, computer, laptop, and tablet).
- Use a variety of technological tools (Word Writing Software - Paint) to produce written and artistic works.

DRAMA:
- Participate in composing a drama team with multiple roles.

ECONOMICS AND APPLIED SCIENCES:
- Describe personal rights and responsibilities as a member of the family.
- Cooperate with classmates in playing and activities
- Use appropriate vocabulary to communicate with others (please, thank you)
- Listen carefully to classmates.
- Seek friendship with others.
- Demonstrate respect for others.

SOCIAL STUDIES:
- Recognize importance of family and relatives
- Differentiate between family and extended family.
- Work with classmates to solve problems.
- Apply general rules and ethics in life.
- Participate in creating general rules and ethics in life.
- Express self in a diversity of ways.
- Demonstrate respect for others.

CHAPTER 1

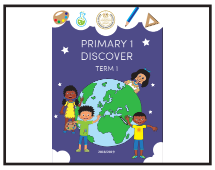
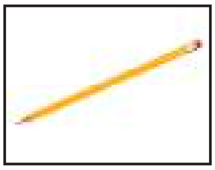
Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Hear about the "All About Me" project. • Demonstrate initial knowledge of drawing, writing, and color names. • Observe classroom objects using the sense of sight.
2	**DISCOVER: Students will:** • Use and name the sense of hearing. • Learn vocabulary of immediate family members. • Discuss showing respect within families.
3	**DISCOVER: Students will:** • Use and name the sense of touch. • Learn vocabulary of extended family members. • Discuss respect for and roles within families.
4	**DISCOVER: Students will:** • Use and name the senses of smell and taste. • Discover how friends are similar and different to family.
5	**LEARN: Students will:** • Introduce themselves using art and words. • Identify similarities and differences between themselves and others. • Identify likes and dislikes.
6	**LEARN: Students will:** • Practice introducing and sharing information about themselves. • Identify and express favorite activities, animals, and objects.
7	**LEARN: Students will:** • Practice introducing themselves using photos. • Put photographs in order by age. • Discuss how they change as they get older.
8	**SHARE: Students will:** • Plan content for their All About Me books. • Discuss and share their favorite things.
9	**SHARE: Students will:** • Introduce and express themselves. • Begin completing their All About Me books.
10	**SHARE: Students will:** • Finish All About Me books. • Share All About Me books in small groups. • Provide feedback in small groups.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Hear about the "All About Me" project. • Demonstrate initial knowledge of drawing, writing, and color names. • Observe classroom objects using the sense of sight.	• Senses • See • Eye

MATERIALS

Student Book	Pencil	Crayon	Chart Paper (Senses Chart)
			



Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the chapter. Tell them they are beginning a chapter of study called, 'All About Me'.

TEACHER SAY: **We are starting a chapter called "All About Me." What do you think we might learn?**

TEACHER DO: Use Calling Sticks to choose three students to answer the question before continuing.

TEACHER SAY: **You will be learning about yourselves and each other. You will be learning about families and what it means to be a friend.**

2. TEACHER DO: Show students the student book.



TEACHER SAY: **This student book will help us remember what we learn. When we are finished with the student book, we will share it with our families.**

3. TEACHER DO: Pass out one student book per student. Make sure each student has a pencil and some crayons.

TEACHER SAY: **Open your student book to the first page called Picture of Me and pick up a pencil or crayon. The instructions on the page say:**



READ ALOUD: Draw a picture of yourself.

Note to Teacher: Don't provide any more instructions at this time. This activity is a pre-assessment for you to see which students can draw, write, and follow directions.

STUDENTS DO: Use a pencil or crayons to draw a picture of themselves.

TEACHER DO: Allow time for students to complete their pictures. Be sure to walk around to observe how well students are holding their pencil and crayons, assisting where needed.

4. TEACHER SAY: You should be proud of your drawing! Well done! Now use your pencil to try writing your name on the line at the bottom of the page.

TEACHER DO: Hold up page 3, Picture of Me and point to the line where they will be writing their names.

STUDENTS DO: Write their name (as best as they are able without help) under the picture they drew.

5. TEACHER DO: Allow students to share their drawings with a **Shoulder Partner**.

TEACHER SAY: Please turn to your Shoulder Partner and show them your picture. Tell them about what you drew.

6. TEACHER DO: Introduce the idea of making an 'All About Me' book.

TEACHER SAY: You already know so much about yourselves!
Over the next few days we are going to learn even more, and then each of you will make a book about yourself.

7. TEACHER DO: Transition to introduce the idea of senses, beginning with the sense of sight.

TEACHER SAY: Please close your student books, and place your pencils and crayons next to them in front of you. You don't need them for a few minutes.
Now we are going to talk about how we discover the world. One way we discover is by looking around.
Point to the part of your body that helps you see.

STUDENTS DO: Point to the part of their body they think helps them see.

TEACHER SAY: Does anyone know what this body part is called? Raise your hand if you think you know.

TEACHER DO: Call on two students to answer. If the first one correctly says "eye," ask the second student: Do you agree? Point to your eye and say:

TEACHER SAY: This is my eye. Repeat that with me: "eye." Why are our eyes important? How do they help us live?

TEACHER DO: Call on 2-4 more students to answer.

8. TEACHER DO: Ask students to look around the classroom and think about what they see.

TEACHER SAY: Look around you at all the things you can see. There are so many colors in this room! Let's see what colors we can discover.

9. TEACHER DO: Hold up a book or other small item of a color that is plentiful around the classroom.

TEACHER SAY: This (object) is (color). Repeat that with me: "(_____)." Raise your hand if you see something else in this room that is (the same color).

Note to teacher: Students do not need to know all the names of colors for this activity, they only need to match the color of the object you hold up.

TEACHER DO: Call on 5 students with their hands raised and have them point to, name, or walk over to another object they see of the same color. Repeat this process with 2-3 other colors.

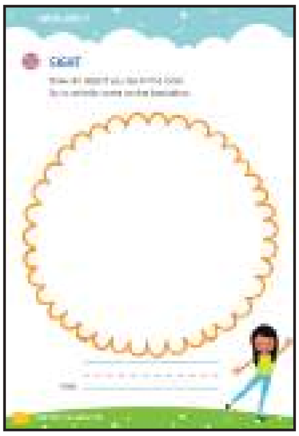
a. Encourage students to use complete sentences when they answer, providing them with the

sentence starter "I see a blue (insert appropriate color) ____" for them to repeat.

10. TEACHER DO: Introduce students to the idea of senses.

TEACHER SAY: We have special ways to learn about the world around us. We call these our senses. We can see, and we can also hear, taste, smell, and touch. Our eyes help us see. As we learn about our senses, let's make a list so we can remember what we learn.

11. TEACHER DO: Create a two-sided T-chart that will remain on display over the next few days. Write the title: 'Senses'. In one column write the words 'Sight' and 'I see…' In the other column, draw of an eye or pair of eyes.



12. TEACHER DO: Direct students to choose something they see (in the classroom or outside) and draw it on the next page of the student book, Sight. This will also be used to assess their use of color. If students are able to write, record "I see….."

TEACHER SAY: Open your student book again, this time to page 4.
You will see a big circle in the middle of the page.
Look around the classroom and find something you would like to draw. Think about what color you want to use for drawing.

STUDENTS DO: Draw an object they see in the classroom, using appropriate colors.

TEACHER DO: As students draw, walk around the classroom, asking students what they are drawing and what sense they used. Repetition of the words sense and sight will help them remember.

13. Closing: Ask students what they learned about themselves today and how their eyes have helped them today.

TEACHER SAY: Today we talked about one of our senses: seeing. What do you remember seeing today? Tell your Shoulder Partner.

STUDENTS DO: Students share observations with a partner.

TEACHER SAY: How have your eyes helped you as we worked today?

STUDENTS DO: Students share observations with a partner.

TEACHER DO: Use **Calling Sticks** to select four students to share their thoughts on what they learn tomorrow. You may modify the number of students called upon, depending on the time you have left in class.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Use and name the sense of hearing. • Learn vocabulary of immediate family members. • Discuss showing respect within families.	• Hear • Brother • Sister

MATERIALS: SAME AS PREVIOUS DAY, PLUS:

Bell



Discover (90 mins)

Directions

1. Introduction: Take a moment to have students remember what they learned in the previous day's class.

TEACHER SAY: **Who remembers what sense helped us discover yesterday? As [student name] answers, everyone point to the part of your body that helps with this sense.**

2. TEACHER DO: Lead a game of "What Do I See?" Choose an object visible to all students in the classroom, and tell students what color the object is. Provide other clues like size or what the object is near if students have trouble finding it. Repeat with 3-4 objects of different colors.

STUDENTS DO: Look around the classroom for objects of the color you name, then raise their hands to guess what object you chose.

TEACHER SAY: **What sense did you use to find the colors in the game?**

TEACHER DO: Point to the Senses Chart as students answer. Summarize:

TEACHER SAY: **The first sense we learned is SIGHT. We use our eyes to see. Let's add another sense to our list today.**

3. TEACHER DO: Introduce the sense of hearing, having students guess which one it is.

TEACHER SAY: **I am going to give you some clues about the next sense. Let's see if you can guess what it is. Everyone close your eyes. Listen carefully.**

4. TEACHER DO: Using different objects available in the classroom (bell, whistle, clap your hands, hit the desk with a pencil, etc.) make a sound, then ask the following question. Repeat for 4-5 different objects or sounds.

TEACHER SAY: **What do you think made that sound?**

STUDENTS DO: Raise hands to answer.

5. TEACHER SAY: What sense are you using? [Call on students for answers.] The sense you just used is Hearing. Close your eyes one more time and stay very quiet. What else do you hear?

STUDENTS DO: Sit still with eyes closed for 10-20 seconds, then raise their hands to share something they could hear.

6. TEACHER SAY: Point to the part of your body that helps you hear. What is this called?

STUDENTS DO: Point to their guess for what body part helps us hear. Try to guess the word for "ear."

7. TEACHER DO: Add the words 'Hearing' and 'I hear…" to one column of the Senses Chart, and a drawing or image of an ear to the other column.

TEACHER SAY: We know the sense is Hearing, and the body part that helps us is our ears. Repeat that with me: "ear."

8. TEACHER SAY: Now, let's think more about Hearing. How does hearing help us during the day? Share your thoughts with your Shoulder Partner.

STUDENTS DO: Students discuss what hearing allows us to do.

TEACHER SAY: Can you think of a situation where hearing might help you stay safe? Share your thoughts with your other Shoulder Partner.

STUDENTS DO: Students talk with a partner about how hearing can keep us safe.

9. TEACHER SAY: Next, we are going to talk about our families. What are some of the sounds you hear at home with your family?

TEACHER DO: Use **Calling Sticks** to choose 5-6 students to share some sounds they hear at home with their families.

10. TEACHER DO: Introduce the topic of Families. In this section, you will focus only on the immediate family, parents and brother and sisters.

TEACHER SAY: What can we discover about our families?
- **Raise your hand if you have brothers or sisters.**
- **Raise your hand if you have older brothers or sisters.**
- **Now, raise your hand if you have younger brothers or sisters.**

Note for teacher: Students should be familiar with the words brother, sister after this activity, but the new words will be reinforced and learned more fully in the next chapter.

11. TEACHER DO: Review counting to 3, applied to number of brother and sisters.

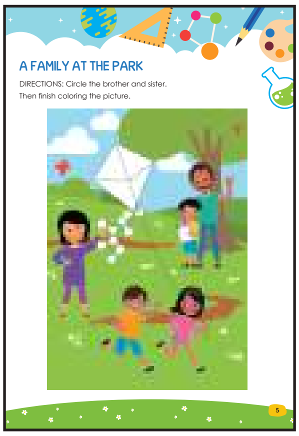
TEACHER SAY: Let's see if we can remember our counting, to count how many brothers and sisters we have. We are going to play Stand Up If.
- **Stand up if you have just one brother OR sister.**
- **Now, everyone show me "one" on your fingers. [Students sit back down].**
- **Stand up if you have only two brothers and sisters – brothers or sisters.**
- **Now, everyone show me "two" on your fingers. [Students sit back down].**
- **Stand up if you have only three brothers or sisters.**
- **Now, everyone show me "three" on your fingers. [Students sit back down].**
- **Stand up if you have more than 3 brothers and sisters. [Students sit back down].**
- **Stand up if you have no brothers and sisters. [Students sit back down].**

12. TEACHER DO: Transition from families to talking about respect.

TEACHER SAY: After playing that game, can we say that all our families are the same? [Take

some student answers.]
Not all families are the same, but all family members are important to each other. Let's think about how we show respect to our families.

13. TEACHER DO: Pass out student books and a pencil or crayons. Show students page 5.



TEACHER SAY: Turn to page 5 of your student book, called A Family at the Park. What do you see?

TEACHER DO: Call on 3-4 students to share one thing they see in the picture.

TEACHER SAY: Everyone in this picture is in the same family. Can you find the brothers and sisters – in the picture? Circle every person you think is a brother or sister. The first sentence of the directions says:

READ ALOUD: Circle the brother and sister.

STUDENTS DO: Circle the children with a pencil or crayon.

14. TEACHER SAY: Now, let's count the brothers and sisters. Point at each circle when you say a number. "1… 2… 3." How many brothers and sisters are there?
The family in this picture is showing respect to each other. Turn to your Shoulder Partner to point out ways this picture shows respect.

STUDENTS DO: Students talk with a partner about ways respect is shown in the picture, such as a brother and sister are playing together and the parent and child are reading together.

TEACHER DO: Use **Calling Sticks** to choose 3 students to share answers with the whole class.

TEACHER SAY: Now you will have a few minutes to color the rest of the scene at the park. When the time is up, I will clap this pattern. [Clap a quick pattern]. When you hear this, put your crayons down on the table and repeat the patter back to me. Then listen for your next direction. Let's practice.

TEACHER DO: Clap the same pattern and have students repeat it.

STUDENTS DO: Imitate clap pattern. Practice quietly waiting for further instructions.

TEACHER SAY: Thank you. Now you may color the picture. Listen for my clap to let you know when to put your crayon down.

TEACHER DO: Allow students to color the parts of the picture that are left without color. After a few minutes of coloring, bring the class back together by clapping the pattern for them to repeat.

15. TEACHER SAY: One way of showing respect to our families is by helping. How do you help your brother, sister, or parents? How do they help you? Share your answers with your Shoulder Partner.

STUDENTS DO: Color the rest of the picture shown on page 5.

16. TEACHER DO: Introduce and model role playing for students.

TEACHER SAY: Another way to show respect is to share and play together with your brothers and sisters. You can close your student books and place your pencils or crayons on top. You won't need them for a few minutes. We are going to Imagine That we are brothers and sisters, and practice showing respect.

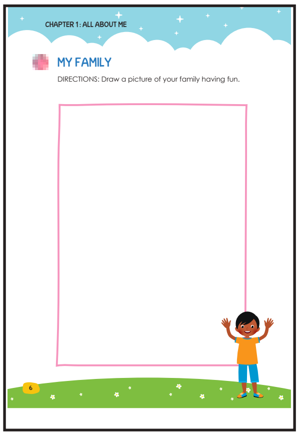
TEACHER DO: Choose one student to demonstrate with you. Ask that student to "**Imagine that**" he or she is your brother or sister and that you are 7 and 9 years old. Pretend you want a toy to play with, but you don't have anything. Role play nice behavior in which a toy is shared.

17. TEACHER DO: Next, divide students into partners.

TEACHER SAY: Let's pretend we are families. Work with your partner and I will give you directions. Let's show each other how kind and respectful we are to each other.

STUDENTS DO: Role play the same situation you just modeled. Student pairs talk to each other to resolve the situation.

TEACHER DO: Continue by giving other situations to role play. These may include behaviors such as sharing, helping each other, being respectful to parents. When partners have imagined 3 scenes, ask a few students to describe how their pairs were showing respect and sharing during the game.



18. TEACHER DO: Open the student book to page 6 and ask students to do the same.

READ ALOUD: Draw a picture of your family having fun. Draw how your family shows respect.

TEACHER SAY: Let's hear some ideas before we start. What could you draw? [Take a few answers from students.] Don't forget to draw the right number of brothers and sisters in your family.

STUDENTS DO: Draw a scene of their families doing a favorite activity and showing respect.

19. TEACHER DO: As students work, walk around the class asking them to explain their picture and how the family is showing respect toward one another.

20. Closing: Use the end of the day to reflect on learning. Encourage students to think, reflect and then share.

TEACHER SAY: Most of the time, we use our senses together. How have you used seeing and hearing at the same time today? Share with your Shoulder Partner.
As we end, turn to your partner. Thank them for the work they did with you today.

Lesson 3 Overview

LEARNING OUTCOMES

Students will:
- Use and name the sense of touch.
- Learn vocabulary of extended family members.
- Discuss respect for and roles within families.

KEY VOCABULARY

MATERIALS: SAME AS PREVIOUS DAY, PLUS:

Touch Sense Bags:
Paper bags with various objects with different textures – smooth, rough, soft, etc. Enough for 3-4 bags per table, numbered 1-3 or 1-4.





Discover (90 mins)

Directions

1. Introduction: Use the beginning of the class to review what was learned previously. Students should be asked to think, share and reflect.

TEACHER SAY: Yesterday we talked about family. What is one thing you did to help someone in your family yesterday? [Take 4-5 student responses].
Share with your Shoulder Partner: what are the two senses that we have learned so far?

2. TEACHER DO: Introduce the third sense to be discussed, the sense of touch, by having students guess what it is from clues.

TEACHER SAY: Today we will learn a third sense that is important for us.
Let's see if you can guess what that sense is if I give you clues:
It helps me describe an object. I use this sense with my whole body.
I often use my hands for this sense.

TEACHER DO: Use **Calling Sticks** to call on a few students to guess what sense you are describing.

TEACHER SAY: This new sense is called Touch. We can touch with any part of our bodies, but we mostly use our hands.

3. TEACHER DO: Pass out paper bags previously filled with items to each table. Identify a bag to be picked up and who at the table or row will pick it up.

TEACHER SAY: I am passing out mystery bags. Don't look inside the bags – we are going to use ONLY our sense of TOUCH to see if we can guess what's in the bag. When I say "Go," the first student may pick up the first bag. WITHOUT LOOKING inside, put your hand in the bag and describe to your table what you feel. When you are done, pass the bag to your neighbor. "GO."

STUDENTS DO: Without looking, students put their hand in the bag and then tell the table what the item feels like. Then have that student pass the bag to the next student until everyone at the table has felt the item. Only after everyone has described the feel and guessed

what the item is, can students open the bag to see what they were touching.

4. TEACHER DO: As students experience the mystery bags, walk around the classroom listening for some of the words they use to describe the items. If tables get caught up and stuck on one item, remind them to keep the bag moving and to move on to other bags.

5. TEACHER SAY: Now that you have felt all the items, who has a favorite? [Take multiple answers from students who raise their hands]. In order to move on, we need to first clean up. Please put all the items back in a bag. Then pass all the bags to the right. I will collect the bags.

6. TEACHER DO: As you walk around to collect the bags, ask students questions to expand their thinking about the sense of Touch.

TEACHER SAY: You have been able to describe different ways that items feel. Let's think about how touch helps us in our lives. Answer each question to your Shoulder Partner.

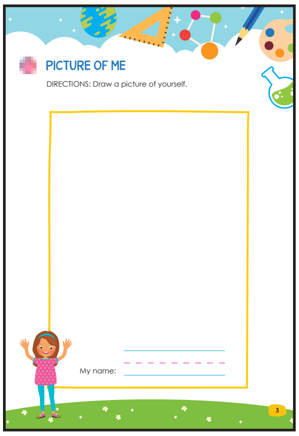
- **What did you discover about touch today?**
- **What happens when you touch something hot?**
- **What happens when you touch something sharp?**
- **How does your sense of touch keep you safe?**

7. TEACHER DO: Add the words 'touch' and 'I feel…' to one column of the Senses chart, and a hand in the other column. Then, review all three senses learned so far.

TEACHER SAY: Let's remember all three senses we've learned.

- **The first sense was SIGHT. We say "I see…" Point to the part of our body we use for sight.**
- **For the second sense, we use our ears. We say "I hear…" What sense was this? [Students answer in unison].**
- **Today we learned about touch. We say "I feel…" What part of our body do we usually use for touch?**

8. TEACHER DO: Transition students to continue learning about the topic of Families. Today, students will be discussing extended families who may or may not live in their household including grandparents, uncles, aunts, and cousins.



TEACHER SAY: Yesterday we talked about our families. We talked about brothers and sisters, and a little about moms and dads. There are more people in our families. Who else is in your family? [Take some student answers.]
We call these members of our family: extended family. How are these family members important in your family? Share your thoughts with your Shoulder Partner.

9. TEACHER DO: Pass out student books and crayons, and ask students to open to page 7, Extended Family.

TEACHER SAY: What is happening in this picture? This is all one family. Who do you see?

TEACHER DO: Use **Calling Sticks** to choose 4 students to point out something they see in the picture.

10. TEACHER SAY: Let's read about the picture and follow the instructions.

READ ALOUD: Grandmother reads a book.

TEACHER SAY: Put your finger on the person you think is the grandmother.

READ ALOUD: Circle this.

TEACHER SAY: Draw a circle around the grandmother reading a book.

STUDENTS DO: Draw a circle around the grandmother reading a book in the picture.

11. TEACHER DO: Repeat the process of reading the first sentence on a line, having students point to the place in the picture it describes, then reading the instruction for students to follow.

12. When students are finished with the three instructions, allow time to color in the entire picture.

13. TEACHER DO: As students color, periodically ask a question about the importance of extended family. Suggestions include:

- Have you ever read a book with a grandparent?
- Have you ever shared a toy with a cousin?
- How many of you have an extended family member that lives with you?
- How is your relationship to a parent and a grandparent the same? How is it different?

14. Closing: Use the end of the class to review and reflect on learning. Ask students to think, reflect, share and listen.

15. TEACHER DO: Direct students to tell their **Shoulder Partner** the three senses they have learned so far and an example of how they used one today.

TEACHER SAY: As I collect your student books for the day, turn to your Shoulder Partner and tell them the three senses we have learned so far. What is one example of how you have used a sense today?

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Use and name the senses of smell and taste. • Discover how friends are similar and different to family.	• Smell • Taste

MATERIALS: SAME AS PREVIOUS DAY, PLUS:

Pictures of Food



Discover (90 mins)

Directions

1. Introduction: Use the opening of class to review previous learning. Encourage students to share and reflect.

TEACHER SAY: **What is one thing you discovered about extended family yesterday? Share with your Shoulder Partner.**

2. TEACHER DO: Introduce the idea of being a friend.

TEACHER SAY: **We have learned about our families so far. Today, let's learn about what it means to be a friend. Who has a friend in the classroom? Point to some of your friends.**

3. TEACHER DO: Have students talk about what it means to be a friend.

TEACHER SAY: **Turn back to your Shoulder Partner, and take turns answering these next three questions.**

- **What kinds of things do you do with friends?**
- **How can you show friends that you like them?**
- **Tħis about a time you recently spent with a friend. Where were you? What did you do?**

STUDENTS DO: Turn to a **Shoulder Partner** and answer the questions one at a time, taking turns and listening to the partner speak.

4. TEACHER DO: Next, discuss what makes families and friends similar and different.

TEACHER SAY: **Think to yourself: How are friends and families the same?**

TEACHER DO: Pause to give students time to think, then use **Calling Sticks** to ask 3-4 students to share their ideas with the class.

TEACHER SAY: Think to yourself again: How are friends and families different?

TEACHER DO: Pause to give students time to think, then use **Calling Sticks** to ask 3-4 students to share their ideas with the class.

5. TEACHER DO: Set students up to briefly act out another situation with their other **Shoulder Partner**. This time the role play is of friends.

TEACHER SAY: We are going to play Imagine That again. This time, let's pretend we are friends and see how we can help each other. Work with your Shoulder Partner and I will give you directions. When you hear me clap three times, time is up.
You have just seen someone be mean to a third friend. What could you say or do to help your friend?

STUDENTS DO: Talk with a partner to agree on what they could say or what they could do to help a friend feel better.

TEACHER DO: As students role play, walk around the class listening for some of their solutions. When time is up, clap three times and encourage students by sharing two or three great ideas that you heard from different groups.

6. TEACHER DO: To transition, thank students for playing the game. Tell students you want to see how much they remember about the senses. Review the 3 senses by playing a game. Say a phrase that includes use of a sense and instruct the students to point to the body part (eyes, ears, or hands) they use to receive that sense.

TEACHER SAY: Let's play a new game called I Sense. I will tell you how I use a sense. Think about what sense I describe, and point to the part of the body I am using. Follow along with me to practice: Point to your ears if I describe hearing [point to your ears], point to the hand if it is touch, and point to the eyes if it is the sense of sight.

- **I see Yosuf has on a blue coat."**
- **"I hear a bird singing." [Provide 3-4 more examples for the game].**

7. TEACHER DO: Next, introduce the sense of smell.

TEACHER SAY: Now, let's talk about a new sense. What is one way to know someone is cooking dinner? Whisper your ideas to your Shoulder Partner.

STUDENTS DO: Whisper answers to a partner.

TEACHER DO & SAY: Take a deep, exaggerated breath through your nose. **What am I doing? [Repeat and take student answers.]**

Did anyone tell your partner that you can usually smell dinner cooking?
What is your favorite thing to smell? [Call on a few students to answer.]
What is something you don't like to smell? [Call on a few students to answer.]

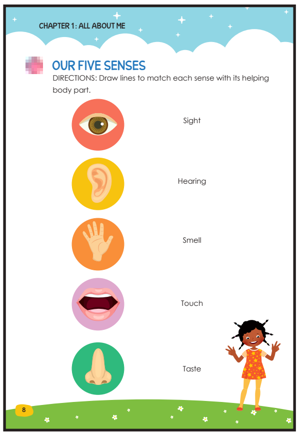
TEACHER DO: Add the words Smell and 'I smell' to the class chart next to a picture of a nose.

8. TEACHER DO: Introduce the sense of taste with photos of different foods.

TEACHER SAY: Our last sense to learn is the sense of taste.
As we look through these pictures together, can you describe the tastes to your Shoulder Partner? Are they sweet, salty, spicy? What other words can you use to describe taste?

TEACHER DO: Show or draw multiple pictures of food, giving students up to a minute after seeing each picture to discuss with their **Shoulder Partner**. Then, add the words "taste" and "I taste" as well as a picture of a mouth to the class chart.

9. Students test their memory of the five senses in the student book on page 8 - Our Five Senses, by matching pictures of body parts to the sense it gives us. Students will draw a line between the word and the picture. To support early readers, read the first sense out loud and pause for students to match the picture, then read the next sense.



TEACHER DO: Pass out student books.

TEACHER SAY: Let's see how much we remember about all five of our senses! Turn to page 8 of your student book, Our Five Senses. The directions say:

READ ALOUD: Draw lines to match each sense with its helping body part.

TEACHER SAY: Your challenge is to match the BODY PART with the SENSE it provides. Let's do the first one together. Who can try to read the first word in the column?

TEACHER DO: Call on a student with hand raised to answer.

TEACHER SAY: That's right, it says "sight." What part of our body helps us with Sight? What do you use to see? Point to the body part with your finger.

STUDENTS DO: Point to the eye with one finger.

TEACHER SAY: Great! Now, draw a line between the word "sight" and the picture of an eye.

STUDENTS DO: Draw a line between the word "sight" and the picture of an eye.

TEACHER SAY: Now, I will read the rest of the words in order and then give you time to find the matching body part. Ready? The next word, below sight, is Hearing. Find the body part that helps us HEAR.

TEACHER DO: Allow students time to match Hearing to the Ear, then proceed with reading the next three senses, pausing after each to give students time to work.

STUDENTS DO: Draw lines to match senses with body parts.

10. Closing: Ask students to collect and/or put away their student books according to class procedure. Have students thank their neighbors for being a friend today.

**TEACHER SAY: You worked so well together today.
Please turn to your neighbor and thank them for being a friend.
Be sure to say how he/she was a friend.**

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Introduce themselves using art and words. • Identify similarities and differences between themselves and others. • Identify likes and dislikes.	• Portrait • Like • Similarities • Differences • Dislikes

MATERIALS: SAME AS DAY 1

Learn (90 mins)

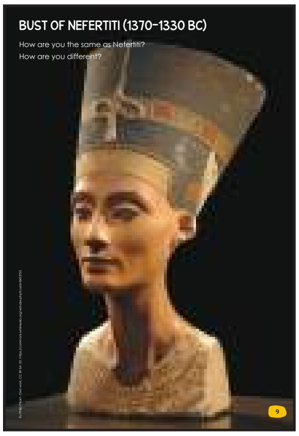
Directions

1. Introduction: Discuss the shift from focusing on ourselves to learning from others.

TEACHER SAY: **Who can remember the two new senses we learned yesterday?**

TEACHER DO: Call on two students with their hands raised to answer.

TEACHER SAY: **We have been doing a lot of work learning about ourselves.**
Today, we are going to learn about how other people describe themselves in art and stories.

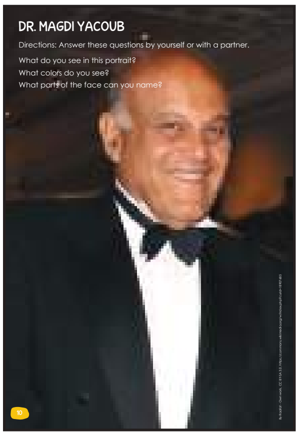


TEACHER DO: Pass out student books and have students turn to page 9, The Bust of Nefertiti.

STUDENTS DO: Turn to the correct page and check with their **Shoulder Partner** that they are on the same page.

2. Have students look closely at the picture of the Bust of Nefertiti on page 9 in their student books. Students can answer your first questions by raising their hands.

TEACHER SAY: **What do you see? (open-ended, whole class)**
What colors do you see?
Now whisper with your neighbor.
What parts of her face can you name? Point to that part on your own face as you name it.



STUDENTS DO: Name parts of Nefertiti's face they see as they point to their own.

TEACHER SAY: **How is Nefertiti similar to you? Turn and talk to your Shoulder Partner. How is she different?**

3. TEACHER DO: Use **Calling Sticks** to choose 3 students to offer differences. Next, have students consider the second portrait on page 10 in the student book. Ask the same questions as above.

TEACHER SAY: **What do you see in this portrait? (open-ended, whole class)**
What colors do you see?
Now whisper with your neighbor: What parts of his face can you name? Point to that part on your own face as you name it.

STUDENTS DO: **Name parts of the man's face they see as they point to their own.**

TEACHER SAY: How is this person similar to you? Turn and talk to your Shoulder Partner. How is he different?

4. TEACHER SAY: One way we can learn about people and introduce ourselves is by studying their portraits, or pictures.
The artist of Nefertiti's sculpture added a headdress on top of her head. [Describe a detail from the man's portrait as well.]
Another way we can learn about people and introduce ourselves is through words.

5. TEACHER DO: Have students turn to page 11 - Introductions their student book.



TEACHER SAY: Let's look at the first box on the page. Turn to your Shoulder Partner. What do you see in the picture?

STUDENTS DO: Discuss the subject and colors of the first picture.

6. TEACHER DO: After students have discussed the picture for a minute, read the sentences next to the picture out loud. Have students answer the following questions to their neighbor.

READ ALOUD: Hi, my name is Karim. I have short hair. I wear glasses.

TEACHER SAY:
Turn to your Shoulder Partner and discuss:
What do the picture and the words tell us about this boy?

TEACHER DO: Take 3-4 answers.

TEACHER SAY: The picture and words tell us his name and two things about him. One, he has short hair. Two, he wears glasses. Turn to your partner again and talk about:
How is this person similar to you?
How is this person different?
Do you know anyone who wears glasses?

TEACHER DO: Call on a few students to answer each question out loud to the whole class.

7. TEACHER DO: Repeat this process for all three pictures on page 11. On the second picture only, have students repeat each sentence after you read it. After the second two pictures, ask specific questions such as "Do you know anyone who wears braids? What color is your favorite shirt?"

STUDENTS DO: Take turns answering the questions with a **Shoulder Partner**.

8. TEACHER DO: As a whole class, ask students to raise hands to answer the following questions.

TEACHER SAY: How are Karim and Mona alike?
How are they different?
How are Karim and Sherif alike?
How are they different?

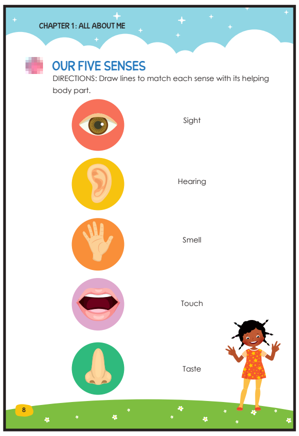
9. TEACHER DO: To help students understand similarities and differences (and respect both), play a brief game. Read each of the sentences below one at a time. After each sentence, have students stand up next to their desks if the sentence describes them. Then all students sit down for the next sentence to be read.

a. If some students are not able to stand, they can raise a hand to participate.
b. As students stand and sit, encourage them to respect differences between them.

TEACHER SAY: Let's play a game called Stand Up If:
I am going to say a sentence. Stand up next to your desk if the sentence describes you. If it doesn't, stay seated.

- **"I am seven years old."**
- **"I have two eyes."**
- **"I have brown hair."**
- **"I have brown eyes."**
- **"I live in Egypt."**

- **“My favorite color is blue.”**
- **“My name begins with the letter __.” [choose a letter]**



TEACHER SAY: **We are learning so many ways that we are all alike and all different! Turn back to your student books now, and open them to page 12.**

STUDENTS DO: Turn to the correct page and check with their **Shoulder Partner** that they are on the same page.

10. Have students draw another picture of themselves in the space provided on page 12 in the student book.

TEACHER SAY: **You are going to draw another picture of yourself, but this time use what you have learned from all the friends we met today. Think about what colors best show your skin, hair, and eye color. Also think about what else you want to say about yourself in the picture.**

STUDENTS DO: Draw a second picture of themselves, then practice writing their names three times under the picture.

TEACHER SAY: **You should be proud of who you are and of your work.**
Let’s take two minutes to turn and talk to your neighbor.
Share your drawing with your Shoulder Partner, and explain what you drew.
Tell them what is different between your drawing on the first day and today’s drawing.

STUDENTS DO: Share drawings with a neighbor. They should share how they wrote their name as well as about differences in drawings.

11. Closing: Tell students that tomorrow they will be visiting the library during class. Ask the questions below, taking answers from 3-4 students for each question. Choose the most appropriate answers and write them down as guidelines to save for the next day.

Note to teacher: If your school does not have a library, or if you cannot access the school library during the following lesson, feel free to modify the activity. You may bring in a selection of books and ask another adult in the school to role-play the job of the librarian. You may also choose to role-play how to act in a library in your classroom without the help of another adult. Meeting new adults and practicing communication skills with a variety of people is an important life skill for students.

TEACHER SAY: **Tomorrow we are going to take a class trip to the school library. To get ready, let’s talk about how we should act as we walk about the school. Who can tell give me a guideline for how we should walk in the hallway? Who can explain how we should act when we get to the library?**

TEACHER DO: List answers from students on the board, adding your own as well.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Practice introducing and sharing information about themselves. • Identify and express favorite activities, animals, and objects.	• Library • Librarian

Materials: Same as previous day, plus copies of two portraits that express something about the artist (in a book or printed), examples used: Frida Kahlo - Self-Portrait with Thorn Necklace and Hummingbird (1940), Van Gogh - Self Portrait as a Painter (1887).

Learn (90 mins)

Directions

Introduction: Use the beginning of class to review learning from the previous day and to engage students in new activities. Today you may be visiting a library. See the note on page 22 of this guide for suggestions on how to modify this activity.

1. TEACHER DO: Before leaving to visit the school library, review rules established on previous day and any school procedures for walking as a class through the hallways. Students will need their student books and pencils or crayons in the library.

TEACHER SAY: Let's review the rules we discussed yesterday. Who remembers how we are supposed to walk on our way to the library? [Add a couple other examples.]

2. TEACHER DO: Once you arrive in the library, introduce the librarian. Have the librarian ask the suggested questions, then allow the librarian to introduce the purpose of the library.

TEACHER SAY: Let's greet the librarian.
[Students offer respectful greeting in unison].
[Librarian asks:]
Who has been to a library before?
What do you see in the library?
What do you think a library is used for?
What colors do you see?

3. TEACHER DO: Provide a brief tour if desired, pointing out major components such as bookshelves, computer area (if applicable), places to read, etc. As students are touring, prepare the portraits to show students. Suggested portraits can be found on the internet or you may use an art book to show students various portraits of famous modern or ancient Egyptians.

TEACHER SAY: Yesterday we looked at portraits and learned that people use color and details to introduce themselves.
Today we are going to answer the questions:
What else do artists show us when they draw themselves?
What can we learn about people from portraits?

4. TEACHER DO: Show students a picture of a self-portrait similar to Van Gogh - Self Portrait as a Painter (1887). Practice identifying colors and counting with students using the picture.

TEACHER SAY: Sometimes artists tell us about what they like to do in portraits. Turn to your Shoulder Partner to answer my questions.

- **What do you see in this painting?**
- **What colors can you name?**
- **What do you know about this person?**
- **What do you think he liked doing?**
- **How many ____(choose an object in the painting) do you see?**

5. TEACHER DO: Choose 2-3 students to share ideas with the whole class in answer to "What do you know about this person?" and "What do you think he liked doing?" Next, show students a picture of a self-portrait similar to: Frida Kahlo - Self-Portrait with Thorn Necklace and Hummingbird (1940).

TEACHER SAY: Sometimes, artists tell us about the things they enjoy in portraits. Raise your hand to answer my questions.

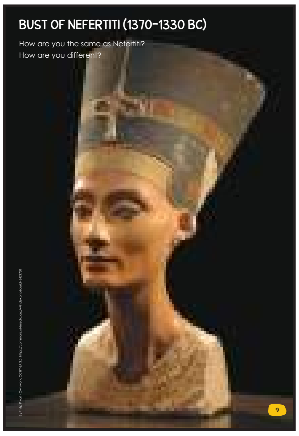
- **What do you see in this portrait?**
- **What colors can you name?**
- **What do you know about this person?**
- **What do you think she likes?**
- **How many [monkeys, butterflies, etc.] do you see?**

6. TEACHER DO: Have students turn and talk to a **Shoulder Partner** about their own "favorites."

TEACHER SAY: Let's talk about the things we like to do and some of our favorite things. Turn to your Shoulder Partner and take turns answering these questions in a whisper:

- **What do you like to do for fun/play?**
- **What is your favorite meal? Dessert?**
- **What is your favorite animal?**

7. TEACHER DO: Introduce tomorrow's focus: writing an introduction and creating a small photo album. Pass out student books.



TEACHER SAY: Tomorrow, you will be practicing how to introduce yourselves and two or three things you like. You will also be sharing pictures of yourself with your classmates. To prepare, let's meet two more students, and see how they introduce themselves. Turn to page 13 in your student books.

8. TEACHER DO: Focusing on page 13, More Introductions, in the student books, have students discuss what they see.

TEACHER SAY: Let's look at the picture in the first box on the page before we read the sentences together. Raise your hands and I will call on you to answer my questions.

- **What is the person in the picture doing?**
- **What else do you see?**
- **What colors do you see?**
- **What do you know about the person from the picture alone?**

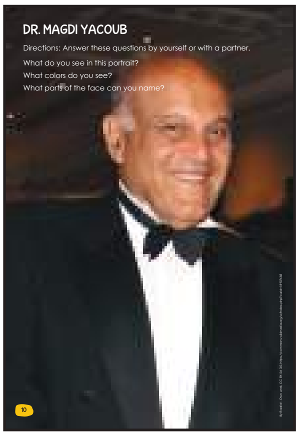
Now let's read the sentences next to the first picture. Point to the words as you repeat each sentence after me.

9. READ ALOUD: Hi, my name is Nadia. [Students repeat.]
I live in Egypt. [Students repeat.]
My family is from Aswan. [Students repeat.]
I like playing football. [Students repeat.]

10. TEACHER SAY:
Do you like playing football?
If you have ever played football, tell your Shoulder Partner a story about what happened.

TEACHER DO: Repeat the same process (#8 and 9) for the picture of Youssef, starting with asking questions about the picture, then reading the sentences and having students repeat each one.

TEACHER SAY:
Do you like to read?



Tell your Shoulder Partner the name of the last book you read.
Who read it with you?

11. TEACHER DO: Bring students back together for one final activity.

TEACHER SAY: **Nadia and Youssef tell us about themselves and the things they like to do in their pictures and words. Now you are going to think about three things you like or like to do. Turn to page 14 in your student book and draw pictures of three things you like or like to do. You will use these tomorrow.**

STUDENTS DO: Draw three of their favorite things in the student book.

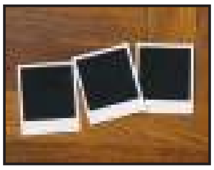
12. Closing- TEACHER DO: Ask students to bring in three pictures of themselves at three different ages the next day. If you think students will be unable to bring photos, provide time at the start of the next lesson to draw three pictures of themselves at different ages.

Lesson 7 Overview

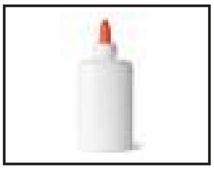
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Practice introducing themselves using photos. • Put photographs in order by age. • Discuss how they change as they get older.	• Introduce • Youngest • Oldest • Smaller • Bigger

MATERIALS: SAME AS DAY 1, PLUS:

Students bring 3 photos from home



Glue



Scissors



Learn (90 mins)

Directions

Introduction: Use the beginning of class to activate student interest or to review previous learning.

1. TEACHER DO: Pass out student books and review the pictures of Nadia and Youssef from the previous day on page 13. Have students practice using the phrases “Hi, my name is…” and “I like to…” with their Shoulder Partners. Write the sentence starters on the board so that students begin to associate the verbal conversation with its written counterpart. Begin by saying:

TEACHER SAY: Find page 13 again in your student books. Let’s look back at how Youssef introduces himself. Repeat each sentence after me, then fill in the same sentence with your own name or favorite thing.

READ ALOUD: “Hi, my name is Youssef.”

STUDENTS DO: Repeat the sentence.

TEACHER SAY: This time say your own name instead of Youssef. “Hi, my name is…   ”

STUDENTS DO: In unison, students say this sentence starter using their own name.

TEACHER SAY: “I am ten years old.”

STUDENTS DO: Repeat

TEACHER SAY: This time, if you know how old you are, say that age instead. “I am…   years old.” If you don’t know how old you are, use the number “6” just for today.

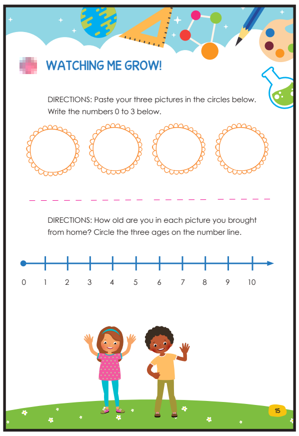
STUDENTS DO: In unison, say this sentence starter and their own age.

Note to teacher: Students may not have learned numbers up to their ages yet, but many will know how old they are from informal learning.

TEACHER DO: Repeat this process for "I love to read" and "I also like riding my bike."

2. TEACHER DO: Next, have students find the pictures they brought in of themselves at three different ages. If some students did not bring in pictures, make sure they have time to draw themselves at three different ages.

Note to teacher: The concept of zero is just being introduced to students in mathematics. It may be difficult for some students to understand. You may want to provide additional examples to illustrate the concept of being "0" age. For example, bring in a picture of a newborn baby. Ask students - what age are you when you are born? When was your first birthday? What about the year before you turned 1? Allow students to explore the idea of being less than 1 year old. It is not important that students master the concept of zero at this point in the school year, but this activity provides additional practice with writing numbers and also with comparing and ordering 3 different quantities.



3. TEACHER DO: Model describing three of your own pictures for the class, beginning with how old you were in each picture.

TEACHER SAY: We can describe ourselves through drawings and words. We can also tell people about ourselves through pictures. Here are three pictures of myself. In the first one, I am ______ years old. In this one, I am ______ years old, and in the last one I am ______ years old. Let's find out how old you are in your three pictures. First, let's practice the numbers we know.

4. TEACHER DO: Write numbers 0, 1, 2, and 3 on the board and have students read the numbers as you write them.

TEACHER SAY: So far, we have learned to write 0, 1, 2, and 3. Practice these now in the boxes at the top of page 15.

STUDENTS DO: Write the numbers 0, 1, 2, and 3 in the boxes provided.

TEACHER SAY: Even though in math we may have only written up to 3, we have counted all the way to five. Let's practice counting to five together:
0, 1, 2, 3, 4, 5. Great job! Now, we are going to talk about how old we are in each picture. If you were 1, 2, 3, 4, or 5, you should recognize the numbers by now. If the picture was taken recently, you might have been 6 or 7. Those numbers look like this:

TEACHER DO: Draw the numbers 6 and 7 on the board.

TEACHER SAY: If you aren't sure how old you are in any photo, guess as closely as you can. Now, look at each photo and then look at the number line in the middle of the page. Choose one photograph. How old are you in the photo? Circle that age on the number line.

STUDENTS DO: Circle the number on the line that represents their age in the first photograph they chose.

5. TEACHER DO: Repeat this for all three photographs.

STUDENTS DO: Circle the numbers on the line that represent their ages in the second and third photographs they chose.

6. TEACHER SAY: Now we are going to try something new. We are going to put the photos in order by age. Look at the number line, and point to the smallest number – the number that is closest to 1. Find the photo of you at that age, and put it on the top of the next page in your student book, My Photo Album.

STUDENTS DO: Follow directions for finding and placing the youngest picture.

7. TEACHER DO: Using the number line, have students identify the correct order for the next two photos. If most students did not bring in pictures of themselves, you may wish to do this activity,

through step 10, as a whole class, modifying the instructions that follow to suit the needs of your class and students.

TEACHER SAY: **We can use this number line to help us find the largest number, too. It's the age you circled that is closest to the 10 on the line. Point to the largest number you circled. This is oldest age your pictures show. Place this picture at the bottom of the page titled My Photo Album.**

STUDENTS DO: **Follow directions for finding and placing the oldest picture.**

TEACHER DO: Now, take your last picture and place it in the middle of the page. Once your pictures are placed in the right order, you can glue them onto the page.

STUDENTS DO: Follow directions for finding and placing the final picture, and for gluing the pictures on the page in order.

8. TEACHER SAY: **Now that your photos are in order, we are going to share them with the classmates at our tables. I will show you how.**

TEACHER DO: Return to modeling how to describe the pictures you brought in of yourself. In order from youngest to oldest, talk about what you were doing, and who else is in each picture. Ask students who have a good view of the pictures to guess what you are doing in the photo before you tell them.

9. TEACHER SAY: **Now it's your turn. One at a time, show your pictures to your table, and tell the table one thing about your picture like I did. Remember, if you are not sharing, you are listening respectfully.**

10. TEACHER DO: Walk around the classroom listening as students share. Remind students of the four prompts (how old you are, what you are doing, where you are, and who is with you) if they get stuck. Remind listeners to be respectful.

STUDENTS DO: Share their three photos with other students in groups of three. One picture at a time, students share:

In this picture I am ______ months/years old.
I am __________ [action verb].
________________ is with me in the picture.

11. TEACHER DO: Bring the class back together to talk about the patterns you notice in the pictures.

TEACHER SAY: **Do you think you look the same in all three pictures?**
How do we change as we get older?
[Call on students with raised hands. Sample answers: we get bigger, we are able to do more things, we go to school]
How does our role in our families change as we get older?

Closing: End each class by reflecting on student learning. Ask students to think, reflect, share and listen. Students should also thank others for helping them learn.

12. TEACHER DO: Ask students to thank their tables for sharing and listening.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Plan content for their "All About Me" books. • Discuss and share their favorite things.	• Favorite • More • Less • Like

MATERIALS: SAME AS DAY 1.

Share (90 mins)

Directions

1. TEACHER DO: Pass out student books and have them turn to page 14 - What I Like. Review the favorites students listed.

TEACHER SAY: Let's discuss some of our favorite things again. Turn to a Shoulder Partner and share 1 of your favorite things that you drew.

2. TEACHER DO: Invite students to share a favorite as a whole class. Record 3-4 of the favorite statements on the board or on paper.

TEACHER SAY: Who can share a favorite thing with the class?

3. TEACHER DO: After each statement, survey the class and record the number of students who also like that activity and those who do not.

TEACHER SAY: If you also enjoy this activity, stand up (or raise your hand).

TEACHER DO: Make comments using the words "more" and "less" to model for students, such as "it looks like MORE students like _____ than like ______."

4. TEACHER SAY: We have learned so much about ourselves this week. We have also learned how to tell others about ourselves with pictures and words. Now we are going to learn how to ask other people about themselves.
We can use question words to learn about our friends. Some question words are Who? What? Where? and How? Repeat the following questions after me.

5. TEACHER DO: Model asking questions to students for them to answer about themselves with a partner.

TEACHER SAY: What is your name?

STUDENTS DO: Repeat the question, then turn to a **Shoulder Partner** to ask the question again, and answer it.

TEACHER SAY and DO: Repeat the same process for the following questions:

- **Where do you live? (students repeat after you)**
- **Who lives with you? (students repeat after you)**
- **What do you like to play? (students repeat after you)**
- **What do you like to eat? (students repeat after you)**

- How do you get to school every day? (students repeat after you)

6. TEACHER DO: Discuss with students how to respectfully listen to their partner as he/she answers a question.

TEACHER SAY: **Now, let's ask our Shoulder Partner a few of these questions and carefully listen to their answers. Remember to look at your partner when he/she is speaking and say thank you after he/she responds to a question.**
Turn to your partner and ask [say these one at a time, pausing for partners to ask and share]:
- **What do you like to play?**
- **What do you like to eat?**
- **How do you get to school every day?**

STUDENTS DO: In partners, ask and answer questions to give information about each other.

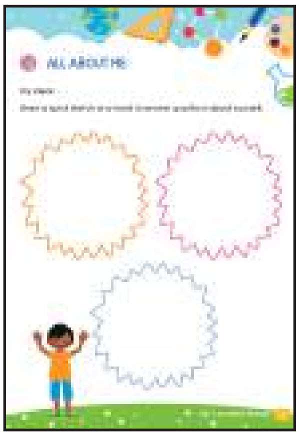
7. TEACHER SAY: **Today, we want to begin planning for our All About Me book. Think of three questions you want to answer about yourself. Who can give me some more examples?**

TEACHER DO: Write questions students can answer about themselves on the board.

TEACHER SAY: **We can draw or write a word to show our answers to each question.**

8. TEACHER DO: Model for students as student books are distributed (you may have students pass them out or use another system that works for your class).

TEACHER SAY: **I can answer the question, "Where do you live?" by drawing a quick picture of my home.**
I can answer the question, "Who lives with you?" by writing the names or drawing pictures of the people in my family.
Now it's your turn. Draw three things or write a word to describe something that you want to share about yourself. You will use these three things tomorrow to begin your All About Me book.



STUDENTS DO: Draw or write in each box to represent the answer to a question about themselves on page 17 - All About Me.

Closing: End the day by summarizing student learning and previewing the next lesson's focus.

9. TEACHER SAY: **You will be using these pictures for content in your All About Me books. Turn to your Shoulder Partner and share one thing you drew today.**

Lesson 9 Overview

LEARNING OUTCOMES

Students will:
- Introduce and express themselves.
- Begin completing their "All About Me" books.

MATERIALS: SAME AS DAY 1.

Share (90 mins)

Directions

Introduction: Use the beginning of class to activate student engagement. As you near the end of the first chapter "All About Me," students should be able to describe themselves with more ease.

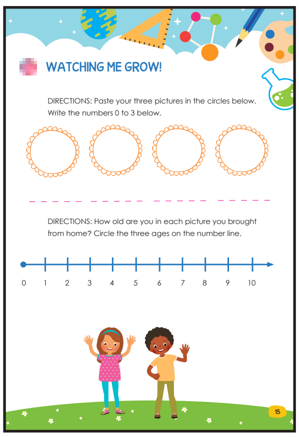
1. TEACHER DO: Write sentence starters on the board for students to use when writing their All About Me book.

a. I like to...
b. I am ___ years old.
c. I live with...
d. My name is...

TEACHER SAY: Today we will spend our time working on writing and illustrating our All About Me Book. Lets' review our ideas from yesterday in partners. Share with a Shoulder Partner a different drawing than you shared yesterday that you want to include in your All About Me book.
First, let's review the sentence starters we have been using so far.
As I read each line, finish the sentence with something about yourself by whispering into your hand.

TEACHER DO: Read each sentence starter out loud, pointing to the words as you read and pausing after each to let students whisper their answers.

TEACHER SAY: Now, use one of these sentence starters to tell your Shoulder Partner about something you drew.



STUDENTS DO: In partners or triads, share ideas from the previous day using sentence starters.

2. TEACHER DO: Pass out student books. On pages 18 - 21 in the student book, review where students will draw/write about themselves.

TEACHER SAY: Today we will work on our All About Me book. Let's start with the cover. On the cover, you will draw a self-portrait. You have had lots of practice at this! Remember to choose your colors carefully and to add details you want to share with others.

3. STUDENTS DO: On the cover, students draw a self-portrait.

4. TEACHER DO: Connect this to previous work on day 5 with portraits. Hold up the student book and point to where they will complete their work.

5. TEACHER SAY: Now, for the rest of the class you are going to answer three questions about yourself using pictures and words. Use the answers and ideas you drew on previous pages to help you write your three pages of your book. Try to copy one of the sentence starters at the bottom of one of your pages and finish the sentence with something describing the picture.

Note to Teacher: The expectation for the All About Me book is for students draw and write details about themselves. Some students may not be ready to write complete sentences independently and may need to copy from prior student book activities. Some students may be ready to write individually, and can proceed as written.

6. STUDENTS DO: Draw and/or write an answer to each of the questions they previously selected.

7. TEACHER DO: Midway through their work time, model for students a page from your own All About Me book. Show students how a picture you draw can show the answer to the question, "What do you like to play?" In your example, you can draw the people that are with you, details of the game you are playing, and where you are playing the game. For example, You and a friend, Maya playing football in a field. Model using the sentence starter, "I like to play football."

8. TEACHER DO: As students work, Circulate around the classroom. to monitor their progress. If possible, allow students to sit in small groups to work in order to make monitoring easier and to allow for peer support while working.

STUDENTS DO: Complete the cover and three pages of the All About Me book. Draw to answer the question then write a word, phrase or sentence about their picture.

Closing: Close the day by asking students to think, reflect, share and listen. You may wish to allow a student to pose reflective questions to the class to encourage student participation.

Lesson 10 Overview

LEARNING OUTCOMES

Students will:
- Finish "All About Me" books.
- Share "All About Me" books in small groups.
- Provide feedback in small groups.

MATERIALS: SAME AS DAY 1, PLUS:

Scissors



Stapler



Share (90 mins)

Directions

Introduction: This is the last day of the chapter, All About Me. If students have not completed the book project, allow students to have additional time to finish.

TEACHER SAY: **We will take a few minutes to complete the pages in our book. Remember each page should tell information about yourself.**

STUDENTS DO: Finish the pictures and words in the "All About Me" book.

2. TEACHER DO: After students finish their cover and 3 pages, have them cut the pages out of the book and staple together as a mini book. Model how to do this for students. If scissors are unavailable, or if students are unable to cut the pages out with ease, feel free to modify this and allow students to keep the project in the student book.

3. TEACHER DO: Divide students into groups of ten. In these smaller groups, each student will get an opportunity to present their book to their classmates.

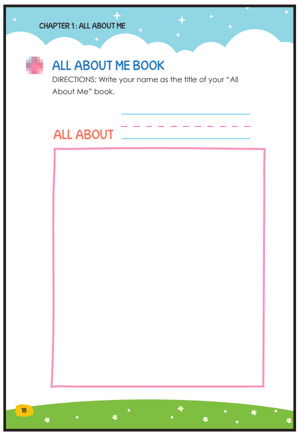
TEACHER SAY: **We are now going to share our books with our classmates. How will we listen respectfully to our classmates?**

TEACHER DO: Take a few answers as reminders for the next activity.

STUDENTS DO: Take turns sharing their "All About Me" book. Students should be able to explain their drawings and listen to each other.

4. TEACHER DO: Once all students have shared in small groups, they can summarize what they have learned about their classmates. Ask students to share something new they learned about a classmate.

TEACHER SAY: **We have all learned about classmates today. What is something you learned?**



TEACHER DO: Use **Calling Sticks** to choose a few students to share ideas.

TEACHER DO: Instruct students to turn to page 22, My Friend, to capture ideas about other classmates.

TEACHER SAY: **One thing you have all learned is how to be a good friend. We can use pictures to share about ourselves and to share what we learn about others. Before we move on to the next chapter tomorrow, let's take time to draw a picture of something you learned about a friend today.**

STUDENTS DO: Draw one new fact about a classmate. When they are finished, students clean up the classroom and put away their student books.

PRIMARY 1

Multidisciplinary

WHO AM I?

Chapter 2: Family Tree

Theme Overview

Family Tree

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover similarities and differences between themselves and others through discussion and conversation. Students will share the traditions and customs of their families. Students will gain an appreciate for other families' customs and traditions by listening to other classmates.	2
Learn	Students will learn what the word "offspring" means and practice applying the concept to animals, plants, and their own families. Students will enhance their understanding of offspring by comparing the life cycles of plants and animals. Students will learn the difference between immediate family and extended family before analyzing their own families and discussing the important role that each family member plays in the family chapter.	3
Share	Students will plan for and prepare their Family Tree. Students will practice representing family members using pictures, names, and relationships. Students will share in small groups and ask each other questions.	2

Family Tree

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative **Negotiatie:** • Effective listening • Good inquiry
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:
- Read common, high frequency words by sight.
- Recognize individual words within a spoken sentence.
- Identify the general idea or retell key information.
- Participate in collaborative conversation.
- Ask and answer questions about key details.

WRITING:
- Write letters.
- Write high-frequency words.

SPEAKING AND LISTENING:
- Follow agreed-upon rules for discussions.
- Use personal, possessive, and indefinite pronouns.
- Produce complete sentences when appropriate to task and situation.

SOCIAL STUDIES:
- Express self in a diversity of ways.
- Demonstrate respect for the traditions and customs of extended family and community.
- Recognize importance of family and relatives
- Recognize the importance of family and relatives through images and games.
- Describe daily routines and life events.
- Differentiate between family and extended family.
- Distinguish between rights and responsibilities of being a member of a family, school, or neighborhood.
- Express devotion to country in a variety of ways.
- Demonstrate respect for others.
- Demonstrate respect for the traditions and customs of extended family.
- Work with classmates to solve a problem.

MATH:
- Count by ones to 20.
- Write numbers and represent quantities up to 20.

SCIENCE:
- Raise questions about the world around them.
- Recognize that most living things have offspring with two parents involved.
- Observe, describe, and compare life cycles of humans and plants.
- Describe similarities and differences in humans.

ART:
- Identify the primary colors (red, blue, and yellow).
- Predict what color they will create when mixing two or more colors.
- Use simple geometric shapes to create images of things found in the surrounding environment.
- Identify different coloring tools.
- Use line to create images of humans, animals, and birds.

ECONOMICS AND APPLIED SCIENCES:
- Express self in a diversity of ways.
- Describe personal rights and responsibilities as a member of the family.
- Describe personal rights and responsibilities as a member of the family and school.
- Cooperate with classmates in playing and activities
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others (i.e., please, thank you, etc.)
- Explain the importance of family and relatives through images and games.
- Cooperate with classmates in activities.
- Show respect to older people and help younger people.
- Listen carefully to classmates

MUSIC:

- Play instruments available in school.
- Sing the national anthem and theme-related songs with others.
- Participate in group singing.
- Respect the performance of others in singing.
- Develop self-confidence through playing instruments.

VOCATIONAL FIELDS:

- Arrange and organize school tools in the classroom.
- Explain the importance of maintaining cleanliness in the classroom.

INFORMATION & COMMUNICATION TECHNOLOGY:

- Create and refine questions to meet an information need.

CHAPTER 2

Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Brainstorm possibilities for the new chapter "Family Tree." • Identify family traditions and customs. • Identify any similarities to classmates in terms of family customs. • Illustrate and explain a family custom.
2	DISCOVER: **Students will:** • Review learning from the previous day regarding family traditions. • Identify daily routines of their family. • Act out and analyze daily routines. • Explore the concept of patterns.
3	LEARN: **Students will:** • Be introduced to the term "offspring" • Match baby and adult animals • Study and review stages of the human life cycle. • Begin to make connections between animal offspring and the life cycle of humans.
4	LEARN: **Students will:** • Review the life cycle of a human. • Identify the stages and structures of the life cycle of a plant. • Compare and contrast the life cycle of a human to that of a plant to aid in understanding of the concept of "offspring."
5	LEARN: **Students will:** • Extend learning about life cycles and offspring to include extended family. • Draw a picture of their immediate family. • Identify members of extended family. • Analyze the roles of specific family members. • Sing songs and tidy the classroom.
6	SHARE: **Students will:** • Review immediate and extended family members. • Represent immediate family members using pictures, relationships, and names (of brothers and sisters). • Create the beginning of a family tree, including immediate family members.
7	SHARE: **Students will:** • Represent extended family members using pictures, and relationships. • Complete family trees, including extended family members. • Discuss and share about their families in small groups

Lesson 1 Overview

LEARNING OUTCOMES

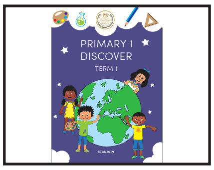
Students will:
- Brainstorm possibilities for the new chapter “Family Tree.”
- Identify family traditions and customs.
- Identify any similarities to classmates in terms of family customs.
- Illustrate and explain a family custom.

KEY VOCABULARY

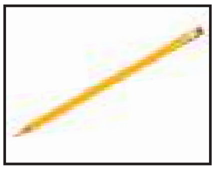
- Tradition
- Custom

MATERIALS

Student Book



Pencils



Crayon



Chart Paper or Blackboard/ Whiteboard



Markers



Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the next project/next chapter.

TEACHER SAY:
We are starting a chapter called “Family Tree.”
What do you think we might learn?

TEACHER DO: Take three or four answers before continuing.

2. TEACHER DO: Introduce the idea of making a Family Tree.

TEACHER SAY:
In Chapter 1, we started talking about our families.
We are going to learn even more about the people in our families.
Then, each of you will make a Family Tree to show how members of your family are related.
You will share it with your classmates.

3. TEACHER DO: Introduce the idea of demonstrating respect to others.

TEACHER SAY:
It is important to show respect to your family and friends.
We can show respect in different ways.
One way is by learning about the traditions and customs of others.

4. TEACHER DO: Explain to students what customs and traditions are. Examples can include celebrations, holidays, vacations, food, crafts, etc.

TEACHER SAY:
Customs are activities that families do together often. Some examples are…
Traditions are activities that have been done for generations. Some examples are…

5. TEACHER DO: Ask students to think about customs that their family celebrates. To model an example, share a custom that your family celebrates.

TEACHER SAY:
What customs does your family have?
In my family, we celebrate __________ by _______________.

6. TEACHER DO: Have Shoulder Partners share customs that their families celebrate. Remind students that another way to show respect is by listening.

TEACHER SAY:
You are going to share with your Shoulder Partner.
When sharing ideas, partners take turns.
When we take turns, only one partner talks at a time.

STUDENTS DO: Share family customs with a **Shoulder Partner**, using the model statement "In my family, we celebrate _______ by _________."

TEACHER DO: Offer specific questions if students are quiet, such as "How does your family celebrate birthdays?" or "How does your family celebrate Sham El Nessim?" Walk around to make sure partners are taking turns sharing.

7. TEACHER DO: Have at least 10-15 students share responses with the class. Create a list of responses. Be sure to write the student's name next to their response. Read the responses to the students. Ask students to look for similarities.

TEACHER SAY:
Are any of the customs the same or similar?

TEACHER DO: Take three or four answers before continuing. As students respond, emphasize similar answers by circling, drawing a box around, or adding a star to pairs or groups of responses that are similar.

STUDENTS DO: Participate in the discussion. Respond to both teacher questions and to other student responses.

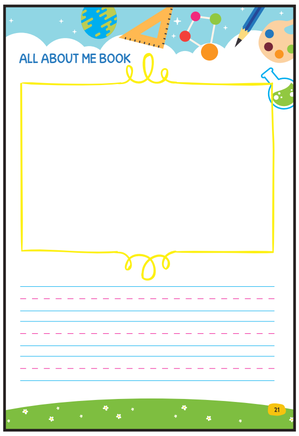
8. TEACHER DO: For each similarity identified, read the custom aloud and have students raise their hands if their family shares that custom. [If there are no similarities on the list, read the first 4-5 customs and have students raise their hands if their family shares the custom.] Remind students that it is not appropriate to laugh at or disrespect another family's customs just because they are different. Twice during this activity, pause to say:

TEACHER SAY:
Another way to show respect is to show interest.
If the person next to you raises their hand and you don't, ask them a question about the custom to learn more.

9. TEACHER DO: Next, ask students to think about a tradition that their family keeps. To model an example, share a tradition in your family.

TEACHER SAY:
What traditions does your family have that have been passed down from other generations?
One of my family's traditions is to ____________________________.

TEACHER DO: Have **Shoulder Partners** share traditions that their families keep. Offer specific questions if students are quiet, such as "What traditions are part of weddings in your family?" "Do you do anything during [choose a religious holiday] that your grandparents also did?"



STUDENTS DO: Discuss family traditions with shoulder partners.

10. TEACHER DO: Direct students to student book page 25, Families Celebrate. Students will draw and write about one way their family traditions and customs are the same as a classmate.

TEACHER SAY:
Let's open our student book to page 25.

READ ALOUD:
Directions: Draw a picture to show how your family traditions are similar to that of another student. Underneath the space for the picture, it says, "_______ and I are alike."

TEACHER SAY:
Choose someone from our list that has a family custom or tradition like yours, and write his or her name in the blank at the bottom of the page.
Draw a picture to illustrate how your family traditions or customs are alike.

STUDENTS DO: Write the name of the classmate that is similar to them in the blank. Draw a picture to show how a family tradition or custom is similar.

11. Closing: End the day by asking students what they learned about the family traditions and customs of their classmates. Say to students:

TEACHER SAY: What did you learn about your classmates today? Share with your Shoulder Partner.

TEACHER DO: Allow students a moment to share their observations with their partner.

TEACHER SAY:
Families have important traditions. What else do you think we need to learn about our families? Let me use my Calling Sticks to choose someone to answer.

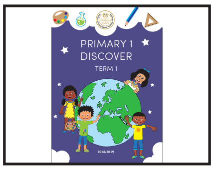
TEACHER DO: Use **Calling Sticks** to select four students to share their thoughts on what they learn tomorrow. You may modify the number of students called upon, depending on the time you have left in class.

Lesson 2 Overview

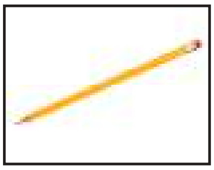
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Review learning from the previous day regarding family traditions. • Identify daily routines of their family. • Act out and analyze daily routines. • Explore the concept of patterns.	• Routine

MATERIALS

Student Book



Pencils



Crayon



Markers





Discover (90 mins)

Directions

1. Introduction: Review what students learned yesterday by having each student discuss page 25 with a Shoulder Partner.

TEACHER SAY:
Let's review what we learned yesterday.
Families have traditions and customs.
Some of our traditions and customs are the same.
Open your student book to page 25.
Show your partner the picture you drew.

STUDENTS DO: Explain the picture they drew.

2. TEACHER DO: Shift to a discussion about daily routines. If students need more explanation, feel free to elaborate on the steps that follow.

TEACHER SAY:
Today, we are going to learn about the daily routines of our families.
Daily routines are activities that we do every day or almost every day. Think to yourself - what is an activity that you do every day or almost every day?

3. TEACHER DO: Tell students that they are going to play a game to share their daily routines with a partner. Demonstrate the game (Charades) to the class by showing an example of a daily routine. Note to teachers: Brushing your teeth is a good first example.

TEACHER SAY:
We are going to play a game to share our daily routines.
Watch me mime the activity.
Mime means that I'm not going to say any words.
I will only show actions.

4. TEACHER DO: Without talking, act out the activity. Have students guess what you are doing. Continue demonstrating the game by miming at least two more activities.

TEACHER SAY:
Who knows what daily routine I am showing?

STUDENTS DO: Guess the activity being acted out or mimed by the teacher.

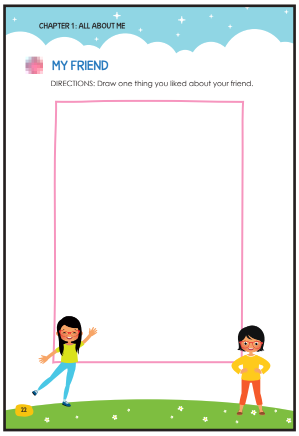
5. TEACHER DO: Have students play the game in small groups. While students play the game, walk around making sure they are showing daily routines.

TEACHER SAY:
Now it's your turn to play the game!
In your groups, start with the person on the left.
Act out a daily routine. Remember, you cannot talk.
The rest of your group will guess what you are doing.
If it is not correct, show them again.

STUDENTS DO: One at a time, students in each group mime a daily routine activity. Table-mates try to guess what activity is being mimed.

6. TEACHER DO: Discuss the game with students. Ask students to identify any similarities that they noticed.

TEACHER SAY:
What did you notice while you were playing the game?
Were any of your daily routines similar to someone else in your group?



7. TEACHER DO: Direct students to student book page 26. Students will number the steps of the routine 1, 2, 3, 4. On the board, show the students how to make the numbers. Ask students to repeat the number names along with you as you write each numeral.

READ ALOUD:
Directions: These routines are not in the right order. Number the steps 1, 2, 3, 4 to show the correct order.

TEACHER SAY:
Daily routines happen in an order.
Let's look at the order of this student's daily routine.
First, the student brushes their teeth.
Let's write the number one next to the picture.
What does the student do next? [Point to the right side of the circle].
Let's write the number two next to the picture.
Next, the student plays outside with friends. [Point to the bottom of the circle].
Let's write the number three next to the picture.
What is the student doing in the last picture?
Let's write the number four next to the picture.

STUDENTS DO: Write the numbers 1-4 next to the correct picture.

8. TEACHER DO: To help the students come up with ideas for drawing their own daily routines, create a list with student input somewhere the whole class can see. Draw one representative item (for example a hairbrush or a fork) and write 1-2 word labels next to each activity on the list. Ask the following questions, drawing and labeling 3-4 answers after each question.

TEACHER SAY:
Let's make a list of other things we do every day.
This student brushes (his/her) teeth. What else do you do every morning?
What do we do every day at school?
What do you do at home after school?
What do you do before you go to bed?

STUDENTS DO: Offer multiple responses and suggestions.



9. TEACHER DO: Direct students to student book page 27. Students will draw and label, if possible, their daily routines. If students struggle with completing this activity independently, feel free to discuss and plan two or three different examples as a class, then allow students to choose one to illustrate on their own. Good examples include getting ready for bed, a household chore or task like doing the dishes, eating lunch at school, etc.

READ ALOUD:
Directions: Draw your own daily routine, in the correct order.

TEACHER SAY:
Open your student book to page 27.
You will see a circle on the page.
We are going to use a circle to show our daily routines.
Why do you think we are using a circle?

STUDENTS DO: When called on, students will share ideas.

TEACHER DO: Guide students, if necessary, to understand that daily routines are repetitive, they happen over and over again. Students might also notice that the shape is similar to a clock and routines are usually done at the same time each day.

10. TEACHER DO: Have students draw and label, if possible, their daily routines. Have students raise their hands if they don't know how to write a word. Write each requested word on the board for the whole class to see. Walk around to make sure students are drawing daily routines in the correct order.

TEACHER SAY:
Now, it's time to draw.
You will draw four daily routines in order around the circle.
You can choose from our list or add a new routine.
Try to label your drawings with words you know.
If you don't know how to write a word, raise your hand and I will help.

STUDENTS DO: In their student books, students draw and label their daily routines in the correct order.

11. Closing: End the day by explaining to students that the next lesson is about life cycles.

TEACHER SAY:
The next lesson in this chapter is about life cycles.
Life cycles are shown in a circle just like daily routines.
Why do you think life cycles use a circle?

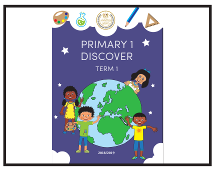
STUDENTS DO: Share ideas and reflect upon learning.

Lesson 3 Overview

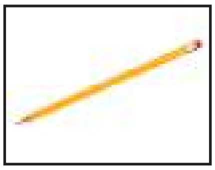
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Be introduced to the term "offspring." • Match baby and adult animals. • Study and review stages of the human life cycle. • Begin to make connections between animal offspring and the life cycle of humans.	• Offspring • Parent • Adult • Baby • Child • Teenager

Materials: Student Book, pencils, crayons, and markers

Student Book



Pencils



Crayon



Markers



Learn (90 mins)

Directions



1. Introduction: The first 2 days of this chapter were called "discover." Starting with Lesson 3, students will begin LEARNING the content they will need to complete the Family Tree project.

2. TEACHER DO: Write the word "offspring" on the board, and point to it when you say it.

TEACHER SAY:
Today, we are going to learn about the word "offspring."
Has anyone heard this word before?
Let's all say the word together – "offspring."

STUDENTS DO: Repeat after the teacher, practicing the word offspring.

TEACHER SAY:
In a family, there are adults and there are babies. The babies are called the offspring of the adults. All animals have babies that they need to take care of, including humans. We are going to learn more about the different members of a family.
Let's open our student book to the next page to get started.

Give students time to open their student books to page 28, Adults and Babies. Pass out crayons and pencils.

3. TEACHER DO: When all students are on the correct page, orient students to the page, writing the new words on the board as you introduce them.

READ ALOUD:
Directions: Match the adults to the babies.

TEACHER SAY:
On one side of the page are adult animals.
Practice writing the word "adult" above those pictures.
On the other side of the page are baby animals.
Practice writing the word "baby" above the pictures them.
Now, hold up your pencil in the air.
Hold up your crayon in the other hand.
Choose which tool you would like to use.
Use your crayon or pencil to match the adult animal to its baby.

STUDENTS DO: Match animal adult/baby pairs.

4. TEACHER DO: As students complete the task, walk around the classroom offering assistance as needed. When the majority of students have finished, engage students in an analysis discussion. As you walk around the classroom, ask questions about the pictures to engage students. Example questions: What is the name of this animal? How many legs does this animal have? What color is this tiger?

TEACHER SAY:
Turn to your Shoulder Partner, and see if your answers match.
If they don't match, explain to each other why you chose the matches you drew. Do you need to change your answers?
Turn and thank your Shoulder Partner for working with you.

STUDENTS DO: Discuss answers and selections with partners.

5. TEACHER DO: When students are finished, display a large version of the student book page on chart paper or drawn/projected on the board to demonstrate the correct answers. Have students repeat the new words after you as you point to the diagram:

TEACHER SAY:
Adult means a grown-up.
When adults have little ones, we call that animal a "parent."
The baby animals are called "offspring."
This chicken is the parent to its offspring, the chick.
The human adult parent has offspring, too: the baby.
Can you say the names of other offspring you know?



STUDENTS DO: Suggest names of other baby animals/offspring. Repeat after teacher as new words are introduced.

6. *Note to teacher: Next, you are going to teach the students about the life stages of a human. They will use this to understand how offspring become parents.*

TEACHER SAY:
Turn to the next page in your student book, page 29.

READ ALOUD:
Directions: Study the life *stages* of humans.

TEACHER SAY:
Based on what you see, what do you think "life stages" means?

STUDENTS DO: Review and study the diagram. Offer possible meanings of the word "life *stages*."

TEACHER DO: Give students time to study the diagram. Take three or four answers to your question before continuing. Make sure to emphasize the capitalized words below:

TEACHER SAY:
Life cycle is how a baby turns into an adult.
Point to the correct picture as I talk about each one.
When humans are born, we are born as BABIES.

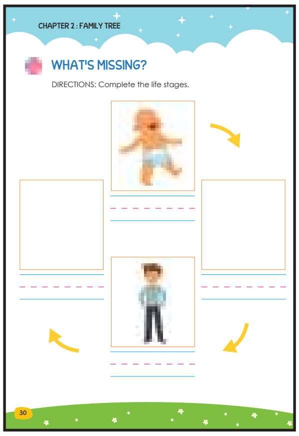
A baby grows into a CHILD, like you.
The child then becomes a TEENAGER, before growing into an ADULT.

7. Have students think about what a person can do at each stage of the life stages. After each question, have students answer to a **Shoulder Partner**, then take a few answers loud enough for the whole class to hear.

TEACHER SAY:
Let's think about each stage.
Raise your hand if you have ever held a baby.

TEACHER DO: Call on someone with a hand raised.

What do babies do?
What can you do as a child that babies can't do?
Raise your hand if you have a teenage brother or sister at home.
What are some things that a teenager does that you can't yet do?
What can an adult do that teenagers and children don't do?



STUDENTS DO: Discuss answers with **Shoulder Partners**, then offer select responses to the entire class.

8. TEACHER DO: Give students another minute to study the life cycle, encouraging them to try to remember the four steps. Then, have them turn to page 30 (if the What's Missing? page is opposite the Life Cycle on the same page, have students fold the book so they can't see the Life Cycle).

READ ALOUD: Complete the life cycle.

TEACHER SAY:
Let's see if you can remember all four stages.
There are two stages missing from this version of the Life Cycle.
Draw pictures of the missing stages in the blank boxes, in the right order.

STUDENTS DO: Complete the diagram, create drawings for the missing stages of human life.

9. *Note to teacher: The transition from labeling the diagram to understanding a family is critical. Use your discussion about offspring and the life cycle diagram to explain to students how a family is built.*

TEACHER SAY:
Why do you think the life cycle is shown in a circle?
(We know that adults don't turn back into babies, so what does the circle show?)

STUDENTS DO: Offer some ideas.

TEACHER DO: Take some student answers before continuing.

TEACHER SAY:
This diagram helps us understand the term offspring.
The adult is the parent, and the baby is the offspring.
When the baby grows up into an adult, it can have its own baby, or "offspring."
This is how a family gets bigger.
Parents can have more than one offspring.
Those babies are brothers and sisters.
Let's practice those words: brothers and sisters.

TEACHER DO: Give time for students to repeat the words – write the words on the board as well.
Let's see how many brothers and sisters our classmates have.
Who has the most brothers and sisters?

10. TEACHER DO: Have all students stand up, then counting up from one, have them sit down if that's the number of brothers and sisters they have. Start with only children.

TEACHER SAY:
First – everyone please stand up.
If you are an only child, take a seat. This means if you have no brothers and sisters, please sit down.
(If you have brothers and sisters, stay standing).
If you only have one brother or sister, take a seat.
If you have two brothers or sisters, take a seat… [continue until you find out who has the most brothers and sisters].

STUDENTS DO: Participate and remain standing until the correct number of brothers and sisters is identified.

11. *Note to teacher: Next you will introduce the idea of grandparents.*

TEACHER SAY:
Did you know your parents used to be babies and children, too?
They are "offspring," too.
What do you call your parents' parents?

STUDENTS DO: Offer three or four answers, before the teacher continues.

TEACHER SAY:
Their parents are your grandparents.
Your grandparents had offspring- your parents.
Your parents had offspring- you!
Someday, you might have offspring, too.

12. Closing: Use the closing to review what was learned and to predict what will come tomorrow.

TEACHER SAY:
What did we learn today? Who can remind the class what we now know about the word offspring?

STUDENTS DO: Either turn to Shoulder Partners and share, or share with the entire class. Note to teachers: make sure to review both the concept of animal and human offspring and life cycles.

TEACHER DO: Tell students that tomorrow they will learn about the life cycle of a plant to help them better understand what they learned today. Say the following to students, choosing the most appropriate predictions to write down and save for the next day.

Today we learned about animals and humans.
Tomorrow we will learn about the life cycle of a plant.
This will help us better understand the life cycle of a human.
To get ready, let's make predictions, or guesses, about how they are the same.
Do you have ideas about how plants grow similarly to humans?

STUDENTS DO: Suggest ideas of similarities between humans and plants.

Lesson 4 Overview

LEARNING OUTCOMES

Students will:

- Review the life cycle of a human.
- Identify the stages and structures of the life cycle of a plant.
- Compare and contrast the life cycle of a human to that of a plant to aid in understanding of the concept of "offspring."

KEY VOCABULARY

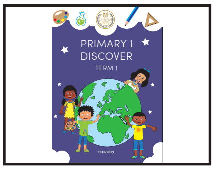
- Offspring
- Seed
- Sprout
- Roots
- Stem
- Leaves
- Flower

LESSON PREPARATION FOR THE TEACHER

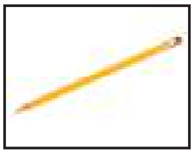
Note to teacher: It would be useful to have a growing seed to observe in the classroom. About a week before this lesson, place a lima bean in a plastic bag with cotton balls dipped in water lining the bottom of the bag. Tape the bag to the window, and have students observe what is happening during this lesson.)

MATERIALS

Student Book



Pencils



Crayons



Chart Paper or Blackboard/ Whiteboard

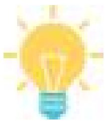


Markers



Beans & cotton balls in a plastic bag





Learn (90 mins)

Directions



1. Introduction: Before beginning, review the predictions made the previous day.

TEACHER SAY:
Yesterday, we learned about the life cycle of a human.
A baby grows into a child and then a teenager before becoming an adult.
Then, that adult can have its own babies to grow the family.
Today, we are going to observe the life cycle of a plant to answer these questions: How is the life cycle of a plant like the life cycle of a human?
Do plants have offspring like humans?
Open your student books to the next page, page 31, Life Cycle of a Plant.

STUDENTS DO: Open student books.

2. TEACHER DO: When all students are on the correct page, introduce the concept of a plant's life cycle by pointing to each picture. Ask students what they see in the picture, then name and describe the stage.

READ ALOUD:
Directions: Study the life cycle of a plant.

TEACHER SAY:
Here is the life cycle of a plant.

Point to the correct picture as I talk about each one.
First, a SEED is planted in the ground.
After a few days, it becomes a SPROUT. ROOTS grow down, and a STEM grows up.
Then LEAVES grow on the stem.
When the plant gets bigger, a FLOWER appears.
The flower produces a seed that we can plant and start the cycle over again.

3. TEACHER DO: Have students practice counting to four using the stages of the plant life cycle and their fingers. Have students say the number while raising a hand showing the same number of fingers, then name the stage of the life cycle. For example: "One" (showing one finger on a raised hand) - "Seed," "Two" (two fingers) - "Sprout," etc.

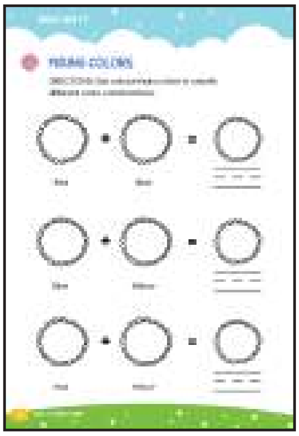
STUDENTS DO: Practice counting and identifying the stages of the plant life cycle.

4. TEACHER DO: Then, have students draw the number next to the picture, drawing a 1 next to the seed, a 2 next to the sprout, etc.

STUDENTS DO: Practice counting and writing the numerals.

5. TEACHER DO: Use this diagram to further enhance the students' understanding of offspring.

TEACHER SAY:
This diagram also helps us understand offspring.
If the grown plant with the flower is the parent, what is the offspring?
When the seed grows up into a plant with a flower,
it can spread its own seeds, or "offspring."
This is how we get more plants and flowers.



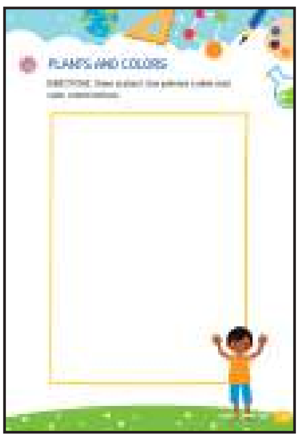
6. Next, students will be drawing a picture of a plant they have seen before using only red, blue, and yellow crayons. Before drawing, have students explore what colors are made when the primary colors are mixed. Coloring lightly with crayons, have students fill out the sheet of color combinations.

READ ALOUD:
Directions: Use only primary colors to create different color combinations.

TEACHER SAY:
What are primary colors?
Red, blue and yellow.
But there are other colors that we see. What about green, purple or orange?
Can you use the primary colors to create other color combinations?
Look in your book on page 32. Start with the primary colors in the first two circles.
Then color the last circle with both colors at once - you should see a new color combination!
Write the name of the mixed colors.

STUDENTS DO: Color in the boxes as labeled on page 32, starting with the individual colors, then layering the colors (lightly) after the =.

TEACHER DO: As needed, guide students to understand that red+blue=purple, blue+yellow=green, and red+yellow=orange.



7. *Note to teacher: Depending on the background of students, you may need to spend more time on the color combinations activity before moving on to drawing plants.*

TEACHER SAY:
Close your eyes and try to picture a plant that you've seen before.
Think about if it looked like any of the pictures in your student book.
Open your eyes.
Turn to the next page in your student book. Let me read the directions.

READ ALOUD:
Directions: Draw a plant. Use primary colors and color combinations.

TEACHER SAY:
Draw what you imagined.
Think about what two colors you will need to make green for your leaves.
If your plant has a flower, what two colors will you mix to draw the flower?
Think about what shapes you can draw to create your plant.

STUDENTS DO: Draw a plant on page 33 using only primary colors to create the green stem and leaves and the desired flower petal color if applicable.

TEACHER DO: Walk around the classroom and assist when necessary. Guide struggling students to choose from primary colors (red, blue, and yellow) to mix and color their plant.

8. TEACHER DO: When students have finished drawing their picture, generate discussion.

TEACHER SAY:
Has anyone in our class ever planted a seed or cared for a garden?
What does a new plant look like when you first see it above ground?
What changes as it grows?

TEACHER DO: Choose three or four students to share their experiences with the class. Remind the other students about the expectations of them as listeners.

STUDENTS DO: Offer ideas and experiences. Listen to peers.

9. TEACHER DO: Redirect students' attention to the predictions from the previous day. Have students raise their hands to share one thing they guessed correctly about the similarities between human and plant life cycles. Use this time to correct any misconceptions or misinformation.

STUDENTS DO: Offer ideas and share predictions. Listen to peers.

10. TEACHER DO: Draw a T-chart on the board, with the columns titled "same" and "different." Starting in **Shoulder Partners**, ask students to compare the life cycles of humans and plants. Have one student open the book to the Life Cycle of a Human and the partner to the Life Cycle of a Plant. Begin with similarities.

TEACHER SAY:
With your partner, can you think of three ways the life cycles are similar?

STUDENTS DO: Share with partners.

TEACHER DO: After partners have discussed the question, ask for a few volunteers to each share one way the life cycles are the same, and write their answers on the board in the "same" column.

TEACHER SAY:
Now turn to the same partner, and talk about ways the cycles are different.

TEACHER DO: Ask for and record answers in the "different" column as well.

11. After students have finished their conversations, bring the conversations to a close.

TEACHER SAY:
Please turn and thank your Shoulder Partner for working with you.
Now we are going to thank our classmates for helping us learn about offspring and life cycles the past two days.
Repeat after me: "Thank you all for helping me learn."

STUDENTS DO: **Repeat after the teacher.**

12. Closing: Use the closing to encourage students to reflect on the day of learning. Tell students that tomorrow they will use everything they learned about offspring and life cycles to learn about and discuss families and the important roles everyone in a family plays.

TEACHER SAY:
Think of all we learned today. We learned about plants and compared the life cycle of a plant to that of humans.
Choose one similarity between plants and human life cycles and whisper that into your hand.
Once you have done this, turn to your Shoulder Partner and share your idea.

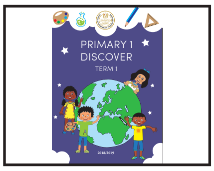
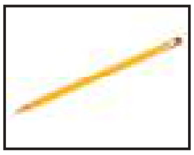
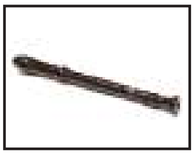
STUDENTS DO: Whisper a fact into their hands. Share with a partner.

TEACHER SAY:
Tomorrow we are going to keep learning about families.
We will talk about the different people in a family, and the important jobs each person does.
Think about the people in your family, and come to school tomorrow ready to tell us all about them.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Extend learning about life cycles and offspring to include extended family. • Draw a picture of their immediate family. • Identify members of extended family. • Analyze the roles of specific family members. • Sing songs and tidy the classroom.	• Extended family • Grandmother • Grandfather • Aunt • Uncle • Cousin

MATERIALS

Student Book	Pencils	Crayons	Chart Paper or Blackboard/ Whiteboard	Markers	Simple musical instruments
					

Learn (90 mins)

Directions

1. Introduction: Today's lesson will connect students' previous learning about offspring and families to include extended family members. Before students can begin to categorize their own family, they must understand the difference between family and extended family.

TEACHER SAY:
Today we are going to learn more about families.
There are two parts of a family: the immediate family and the extended family.
The immediate family includes parents and offspring.
You, your brothers and sisters, and your parents are your immediate family.
What do you think extended family means?

STUDENTS DO: Offer two-three responses.

TEACHER SAY:
Extended family includes grandparents, aunts, uncles, and cousins.

TEACHER DO: Write the words for each member of a family on the board. Have students repeat the words as you write them.

STUDENTS DO: Repeat the words, follow along with the teacher.

2. TEACHER DO: To help students understand the differences between immediate family and extended family, play a brief game. Say each family member. Have students stand up next to their desks if they think the family member is part of their extended family. Then all students will sit down to hear the next family member. Immediately correct misconceptions when they occur.

a. If some students are unable to stand, they can raise hand to participate.
b. As students stand and sit, encourage them to respect others who may not get the correct answer on the first try.

TEACHER SAY:
Let's play a game:
I will say a family member.
Stand up next to your desk if you think the family member is part of your EXTENDED family.
If the family member is part of your immediate family, stay seated.
"Mother"... "Aunt" … "Sister" … "Grandmother"
"Cousin" … "Father" … "Brother" … "Grandfather" … "Uncle"

STUDENTS DO: Participate in the activity.



3. TEACHER DO: Have students turn to the page 34 in their student books to draw a picture of their immediate family. Before drawing, remind students to remember what colors best show skin, hair, and eye color.

TEACHER SAY:
Turn to the next page in your student book, page 34.

READ ALOUD:
Directions: Draw your immediate family.

TEACHER SAY:
In the space provided, draw a picture of your immediate family.
When you're done, circle the people in your picture that are the offspring.
Then add numbers underneath the offspring to count yourself and your brothers and sisters.

STUDENTS DO: Draw images of their immediate families. Circle the offspring (student and any brothers and sisters). Label the offspring using numbers.

4. Note to teacher: Students will use their drawings to discuss with classmates the important role that each family member plays. Remind students that when they aren't talking about their drawing, they should respectfully listen to their partner.

TEACHER SAY:
You should be proud of your drawing.
Share your drawing with your Shoulder Partner, and explain what you drew.
Tell your partner the names of each member of your family.
Show your partner the parents and count the offspring.

STUDENTS DO: Share drawings. Name members of the family. Point to and count the offspring.

TEACHER SAY:
NEXT, tell your partner one important task that each person does to help the family.
An example is that in my family, my sister Ayah does the shopping for the family. (Give an example that is relevant to your own family).

STUDENTS DO: Share a task or role of a family member. Listen to peers.

6. TEACHER DO: Lead a class discussion about the important roles of extended family members. List each family member, and take two or three responses for each about important things they do or roles they play.

TEACHER SAY:
I **heard a lot of important things that each member of your families do to help.**
What are some ways your family helps each other?

STUDENTS DO: Share the tasks/roles/responsibilities of family members.

7. TEACHER DO: After students discuss the important roles of each family member in partners, create a class list of the students' roles at home. Have 10-15 students share one thing they are responsible for doing at home, and keep a running list on the blackboard/whiteboard. After each student shares, have other students who are responsible for the same chore raise their hands.

TEACHER SAY:
What are some ways that you help your family?
What are some tasks or chores that you do?
Let's create a list of what students in this class do to help our families.

STUDENTS DO: Brainstorm chores/tasks/responsibilities at home. Share with the class, participate in the discussion.

8. Include extended family members in the discussion.

TEACHER SAY:
Our extended family members have important jobs in helping our family, too.
I am going to list each member of an extended family.
What is something important that they do?
"Grandparent" … "Aunt or Uncle" … "Cousin"
Use Calling Sticks to select 4 students to answer the question.

Note to teacher: The following activity suggests using simple musical instruments. If instruments are not available in the classroom, you may wish to improvise using empty containers as drums or using beads in a can/bottle for a rattle.

9. TEACHER DO: You will now need to break students into even groups using method of choice (i.e., count off, proximity in classroom, standard learning groups, etc.). They will be playing instruments available to them in the classroom and singing songs. Once students are in groups, lead them in the next activity.

TEACHER SAY:
Another important part about being in a family is all of the customs and traditions that we enjoy together.
Remember that a few days ago, we talked about customs and traditions. We talked about the food we eat together, the holidays we celebrate together, the devotion we show to our country together, and the songs we sing together.
How many of you say the pledge/sing the anthem together with your family?

STUDENTS DO: Raise hands if applicable.

We are going to stand up now and say/sing the pledge/anthem together.

STUDENTS DO: Recite with teacher.

10. TEACHER DO: Pass out any available musical instruments to the groups, and have students take turns sharing a song that their families sing together.

TEACHER SAY:
You can sing by yourself to your group, or if your classmates know the song, invite them to sing with you.
Take turns so everyone has the chance to sing a song.
Remember to listen respectfully to the singer when you're not singing.

STUDENTS DO: Sing requested songs. Take turns, listen to peers.

TEACHER DO: Walk around the classroom to listen to the various groups singing. When all students have had the opportchaptery to perform a song, lead students in cleaning up the instruments.

TEACHER SAY:
You should all be proud of your singing.

Thank you for sharing your songs with your classmates.
It is important to do our jobs at home. It is important here at school, too.
Being clean shows respect to others, helps us stay safe, and helps us learn.
So, we are going to work together to clean up our instruments and take care of our classroom.

STUDENTS DO: Work together to tidy the classroom.

10. Closing: Students are now done learning the content they need to complete their Family Trees. They will use their understanding of offspring, life cycles, and family structure to create a family tree.

TEACHER SAY:
Let's remember all that we have learned. We will start to combine all of our knowledge and create a project called a Family Tree.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Review immediate and extended family members.
- Represent immediate family members using pictures, relationships, and names (of brothers and sisters).
- Create the beginning of a family tree, including immediate family members.

KEY VOCABULARY

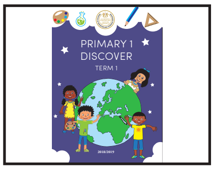
- Father
- Mother
- Sister
- Brother (review)

LESSON PREPARATION FOR THE TEACHER

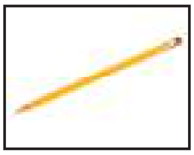
To prepare for this lesson, create your own version of a family tree as an illustration/ model for students.

MATERIALS

Student Book



Pencils



Crayons



Chart Paper or Blackboard/ Whiteboard



Markers



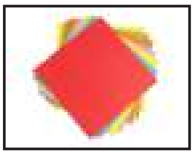
Scissors



Glue or glue sticks



Construction paper or poster board (if possible)



Share (90 mins)

Directions

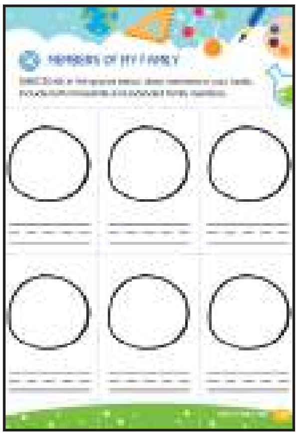
1. Introduction: To begin the class, have students review the family terms learned so far in a brief game. This game will require movement. If you do not have space in your classroom, this activity might work best in the school yard or other large space.

2. TEACHER DO: Have all students line up in rows in the middle of the classroom. With each option below, provide directions for where each group should stand. After each round, students should return to the center to wait for the next instruction.

TEACHER SAY:
Let's review what we have learned about families and see how our families are alike and different. Please stand up from your tables, and gather in the middle of the classroom in rows.
Round 1: If you have a grandparent living with you at home, walk to the right 3 steps. If not, walk left 3 steps.
[wait after each instruction for students to participate]
Round 2: If you have a brother, walk right. If not, walk left.

Round 3: [Point to four corners for each option] If you have a brother, stand in corner [A]. If you have a sister, corner [B]. If you have both brothers and sisters, corner [C]. If you are an only child, corner [D].
Round 4: [Point to four corners for each option] If you are the oldest brother or sister, stand in corner [A]. If you are the youngest brother or sister, corner [B]. If you are a middle brother or sister, corner [C]. If you are an only child, corner [D].
[continue with more options if desired]

STUDENTS DO: **Follow directions. Participate in activity.**



3. TEACHER DO: Have students return to their tables, take out their student books and pencils, crayons, or markers, and turn to the page 35. Please note that these pages are to be removed from the student book so that the images may be cut out and arranged in a family tree. Blank pages have been added so that students do not remove any other materials. You may need to help students remove the page from the book or you may wish to have students complete the drawings on separate paper.

TEACHER SAY:
Did you notice that some families are the same and some families are different?
You should all be proud of your families, no matter how alike or different your family is from others.
Today and tomorrow, we are going to work on sharing what we know about our families with others.
A Family Tree helps share not only the people in our family, but how they are related.
Show students your own family tree starting with your parents, or draw a brief example on the board to show how many brothers and sisters you have.

READ ALOUD:
Directions: In the spaces below, draw members of your family. Include both immediate and extended family members.

TEACHER SAY:
Now it's your turn. In the first two circles at the top of page 35, draw your parents.
Today we will work on drawing our immediate family, and tomorrow we will move on to the extended family.
[If students have more than two parents, they can use more circles.]

STUDENTS DO: **Draw a portrait of each of their parents in an oval provided.**



4. TEACHER DO: Ask students to tell you the word for a male parent (Father). Write the word on the board or chart paper so the whole class can see it, naming and sounding out the letters as you write. Repeat the same process for Mother. Have students practice writing the words three times on the Practice Writing page (page 39) of the student book.

READ ALOUD:
Directions: Practice writing the words for family members.

STUDENTS DO: Practice writing Father and Mother three times, then write the correct word under each picture of their parents.

5. TEACHER DO: Next, have students turn to their **Shoulder Partner** to share their drawings and one thing they appreciate about one of their parents.

STUDENTS DO: Share drawings of parents and appreciations.

6. TEACHER DO: To continue, have students draw a portrait of themselves in another oval. Remind students to think carefully about the colors they use and the details they include. Have students practice writing "me" and their name, then label the picture.

STUDENTS DO: Draw a self-portrait in a new oval on page 35 and label it with the words "me" and their name.

7. TEACHER DO: Next, have students complete the same process with their brothers and sisters. Before having students draw pictures of each of their brothers and sisters, have them think about

what makes each brother and sister different.

TEACHER SAY:
What details can you add to your drawing to represent the differences between your brother and your sister? [Pause to take suggestions from students]. Think about hair length, eye color, or a head covering (suggest taqiyah, hijab, etc.).

TEACHER DO: Give students a few moments to think on their own before they turn to a **Shoulder Partner** to share one detail they plan to include. Then have students pick up pencils, crayons, and markers to begin drawing.

STUDENTS DO: Draw pictures of each of their brothers and sisters in new ovals. Share with partners.

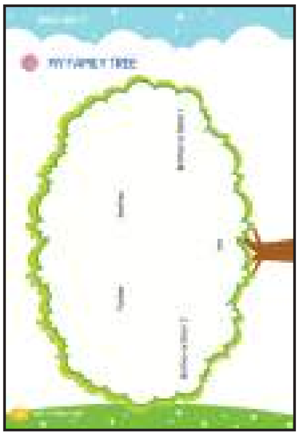
8. TEACHER DO: Write the words for brother and sister as examples for students, and have them practice each word before labeling their new pictures. If students know how to spell their brothers and sisters' names, help them learn to write each name to label the picture.

Note to teacher: If students are only children, have them continue to add details to the drawings of their parents and themselves. Be sure they practice writing the words brother and sister even if they don't have brothers and sisters pictures to label.

STUDENTS DO: Label pictures of brothers and sisters with the words "brother" and "sister" and each brother and sister's name if possible.

9. TEACHER DO: Once students have completed and labeled pictures for everyone in their immediate family, provide scissors and a brief demonstration for how to hold and use scissors safely. Have students cut along the dotted lines provided to separate pictures of family members. This can be done as a whole class together or by having students walk to one area of the classroom in small groups as they finish their pictures so that the teacher can supervise use of the scissors.

STUDENTS DO: Cut out pictures of family members



10. Note to teacher: Next, students will be arranging the pictures of their family members by relationship. Parents are placed above their offspring, with lines drawn to indicate a connection. Make sure you have an example ready to model for the class.

If poster or construction paper is available, students will have more room to arrange the pictures. Have students draw a tree behind the pictures on poster paper after the pictures are glued on. If not available, use page 40 provided in the student book.

STUDENTS DO: Place parents' pictures side by side in the middle of the tree (leave some room at the top for the final day) over the labels provided. Directly below the parents, place the picture of themselves. Place brother and sister pictures next to their own picture, in line on either side. Once pictures are in the right order, have students glue or tape them in place.

11. TEACHER DO: Lead students in cleaning up all of their supplies, reminding them of the importance of keeping a clean and orderly classroom.

12. Closing: As students finish for the day, have them whisper into their hands a thank you to one of their family members.

TEACHER SAY:
Think of a member of your immediate family who helps you every day. Whisper that person's name and thank them for helping you learn.

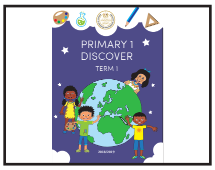
STUDENTS: "Thank you, _ (family member)_, for helping me learn."

Lesson 7 Overview

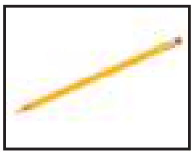
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Represent extended family members using pictures, and relationships. • Complete family trees, including extended family members. • Discuss and share about their families in small groups.	• Extended family • Grandmother • Grandfather • Aunt • Uncle • Cousin

MATERIALS

Student Book



Pencils



Crayons

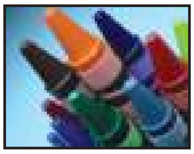


Chart Paper or Blackboard/ Whiteboard



Markers



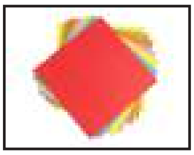
Scissors



Glue or glue sticks



Construction paper or poster board (if possible)



Share (90 mins)

Directions

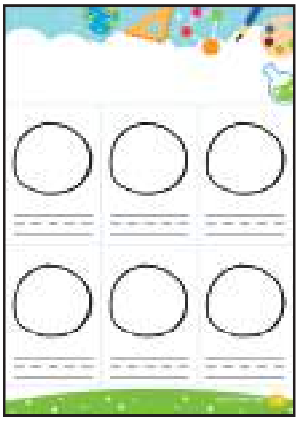
1. Introduction: To begin the class, have students review the extended family members learned so far.

2. TEACHER DO: Ask the questions below, having students answer in unison. After students answer, confirm the correct answer by writing it in a visible place and saying it out loud. Then, repeat the same question for the students to answer in unison again as you point to the written word.

TEACHER SAY:
Let's review the members of our extended families.
How many can you remember?
What do we call my mother's mother?
What do we call my mother's brother?
What do we call my father's father?
What do we call my father's sister?
What mother's sister has a son my age. What do I call him?
[Insert more questions like this to extend the review if desired.]

STUDENTS DO: Repeat after teacher, answering in unison.

2. TEACHER DO: Have students take out their student books, pencils, crayons/markers, and family trees from the day before. Tell students that today they are going to draw pictures of 4 extended family members. Have students choose who to draw.



Note to teacher: If students did not complete their immediate families on the previous day, have them finish their parents and brothers and sisters now, before moving on to extended family members.

TEACHER SAY:

Today we are going to finish working on our Family Trees.
We are going to add a few more family members from our extended family.
You will be adding four more family members of your choice.
Who are the first two people you want to draw?
Turn to the next page of empty pictures (probably page 37) in your student book and begin drawing.

STUDENTS: Draw two extended family members.

3. TEACHER DO: Once (most) students have completed two more drawings, pause the drawing to review each of the words written on the board. Read each word out loud, then have students repeat the word. Have students write the appropriate words under their two new pictures as a label.

STUDENTS: Label additional family members on the drawing.

4. TEACHER DO: Have students choose two final extended family members to draw.

TEACHER SAY:

Now, choose two more extended family members to draw.
When you are done with each picture, choose the right word from this list (point to the board) and label the picture.

STUDENTS: Draw and label additional family members.

5. TEACHER DO: When students have completed four new family members, have them cut out the pictures (using the same procedures as the previous day) and figure out where to place them on the tree. While students are cutting pictures out, refer to the model family tree you prepared for the previous lesson.

TEACHER SAY:

Once you are have your four pictures cut out, let's figure out where they go on our trees.
Because our grandparents are our parents' parents, they go at the very top of the page, above our parents. [Draw circles in the appropriate place on your example].
Be sure they are on the correct side: For example, if you drew your father's parent, place him or her over your father's picture.
If you drew an aunt or uncle, they go next to the parent they belong to. For example if you drew your uncle that is your mother's brother, put his picture right next to your mother on the side that is open (not in between your parents).

STUDENTS: Arrange pictures on their family trees, and glue or tape them in place.

6. TEACHER DO: Guide students in cleaning up all materials except their student books.

TEACHER SAY:

Let's clear away all of our supplies.
We are going to present our family trees and share our work.
We are going to talk about what we learned!

STUDENTS: Tidy the classroom and get ready with only the student book and finished family trees.

7. Note to teacher: Students will be presenting their Family Trees to their classmates. If time allows, have them present to their entire table, giving each student 2-3 minutes to present. If time is short, have them present in partners or groups of 3.

TEACHER SAY:
Now we are going to share our families with our classmates.
When it is your turn to present, point to each picture you drew, and tell your classmates that person's relationship to you.
For example, "This is my grandfather. He is my mother's father."
When you are done introducing others to everyone you drew, tell them a favorite thing about what your family does together.
When you are not sharing, remember to listen carefully and to respect your classmates.

STUDENTS: Present family trees. Listen respectfully to peers.

8. Closing: Model reflection and appreciation.

TEACHER DO: Turn to the group you shared with and thank them for working with you today.

TEACHER SAY:
As we finish for today, thank each other. Turn to your group members and repeat after me:
"Thank you for sharing your family."
"Thank you for listening to me share."

STUDENTS: Thank peers, listen respectfully.

PRIMARY 1

Multidisciplinary

WHO AM I?

Chapter 3: Who Are We?

Theme Overview

Who Are We?

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover graphing as a means of organizing information. Students will experience bar graphs and pictographs.	2
Learn	Students will learn how to create bar graphs and pictographs using personal data from their families. Students will also learn the characteristics of living and non-living things.	2
Share	Students will share in the creation of large class graphs that organizes data about color preferences and eye color of every students in the class. Students will also discuss with peers the data presented.	2

Who Are We?

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative **Negotiatie:** • Effective listening • Good inquiry
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Read common, high frequency words by sight.
- Ask and answer questions about key information in a text.
- Follow written instructions.
- Identify the eneral idea and retell key information of a text.
- With prompting and support, read informational text appropriate complex for Primary 1.
- Participate in collaborative conversations.
- Ask and answer questions about key details in a text read aloud.

SPEAKING AND LISTENING:

- Combine syllables to form words.
- Follow agreed upon rules for disccussions.

MATH:

- Count objects to tell how many there are.
- Count by ones to 20.
- Read and write numerals from 0 to 20.
- Understand the relationship between numbers and quantities up to 20.
- Write numbers and represent quantities with a number up to 20.
- Understand the concepts of greater than, less than, and equal to up to 20.
- Compare two numbers between 1 and 20 presented as written numerals.
- Organize data with up to three categories into bar graphs and pictographs.
- Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than another.

SCIENCE:

- Describe similarities and differences in humans.
- Classify living and non-living things.

ART:

- Identify primary colors.
- Identify different coloring tools.
- Use simple geometric shapes to create images of things found in the surrounding environment.
- Use line to create images of humans.

ECONOMICS AND APPLIED SCIENCES:

- Listen carefully to classmates.

CHAPTER 3

Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Hear about the "Who Are We?"project. • Practice counting numbers represented by a picture graph. • Compare amounts using "more than."
2	DISCOVER: **Students will:** • Identify amounts represented by a bar graph. • Compare amounts using "more than," "less than," and "equal to."
3	LEARN: **Students will:** • Collect data to answer "boy/girl" question from Day 2. • Create bar graph using personal data. • Create picture graph using personal data. • Compare and contrast picture graphs and bar graphs.
4	LEARN: **Students will:** • Distinguish between living and non-living things. • Create a graph with data on living and nonlinving things. • Have a conversation with peers to compare data.
5	SHARE: **Students will:** • Work together with classmates and teachers to create a graph that represents the class. • Practice identifying amounts represented by a bar graph. • Compare amounts using "more than" and "less than."
6	SHARE: **Students will:** • Work together with classmates and teachers to create a graph that represents the class. • Practice identifying amounts represented by a picture graph. • Compare amounts using "more than" and "less than." • Analyze graphs to describe characteristics of the class.

Lesson 1 Overview

LEARNING OUTCOMES

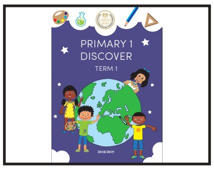
Students will:
- Hear about the “Who Are We?” project.
- Practice counting numbers represented by a picture graph.
- Compare amounts using “more than.”

KEY VOCABULARY

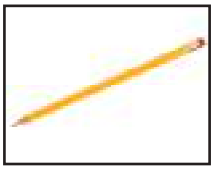
- Graph
- Picture Graph
- Data

MATERIALS

Student Book



Pencils



Crayon



Chart Paper or Blackboard/Whiteboard



Chalk or Markers





Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the new chapter.

TEACHER SAY:
We are starting a chapter called “Who Are We?”
What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question before continuing.

STUDENTS DO: Predict what might be part of the new chapter.

2. TEACHER DO: Introduce the idea of making graphs.

TEACHER SAY:
In Chapter 2, we learned about the family traditions and customs of our classmates. We are going to learn even more about each other in Chapter 3.
One way we can show what we have learned about each other is by making a graph. A graph organizes information to make it easier to understand.
At the end of this chapter, you will make graphs to organize the information that you collect.

3. TEACHER DO: Have students take out the student books and one pencil. Pass out four crayons (red, yellow, blue, green) to each student or table of students if students need to share.

4. TEACHER DO: Have students turn to page 43 of their student book. If possible, have a large version of the picture graph posted on the board or wall for the students to see.

TEACHER SAY:
Open your student book to page 43 called Picture Graphs.

READ ALOUD:
Directions: Follow your teacher's directions on how to color the picture graph. Use the picture graph to answer the questions below.



TEACHER SAY:
What you see on this page is called a Picture Graph.
A picture graph is a type of graph that uses pictures to show information.
This information is called data.

Note to Teacher: Students need not master the term or idea of "data" at this time, but encourage them to use the term as academic vocabulary when able. Always present it with a defining term to aid in understanding.

5. TEACHER DO: Ask students about the data that is being depicted by the picture graph. Have students speak with their **Shoulder Partner** to share their ideas.

TEACHER SAY:
What data or information do you think this picture graph is showing?

STUDENTS DO: Students should share their ideas with their shoulder partners.

Note to Teacher: If students seem confused, remind them that pictographs use pictures to show information.

6. TEACHER DO: Explain the different parts of a picture graph.

TEACHER SAY: This picture graph is showing data about pets.
I know this picture graph is about pets because the title is "Our Pets."
Point to the title, "Our Pets."

STUDENTS DO: Point to the title.

TEACHER SAY: Lightly color over the title with red.

STUDENTS DO: Color title box red.

TEACHER SAY: A picture graph also has labels. For this picture graph, the labels tell the type of pet. Point to the labels.

STUDENTS DO: Point to the labels.

TEACHER SAY: Lightly color over the title with red.

STUDENTS DO: Color labels blue.

TEACHER SAY: Of course a picture graph has pictures! The pictures in this picture graph show how many of each pet. Point to the pictures.

STUDENTS DO: Point to the pictures.

TEACHER SAY: Color the boxes with the pictures yellow.

STUDENTS DO: Color boxes yellow.

TEACHER SAY: Finally, a picture graph has a key. The key tells you how many each picture shows. The key for this picture graph tells me that each picture equals one pet. Point to the key.

STUDENTS DO: Point to the key.

TEACHER SAY: Color the box with the key green.

STUDENTS DO: Color box green.

7. TEACHER DO: Reinforce the purpose of picture graphs and then ask students what they notice about the data that they see in this picture graph.

TEACHER SAY: Picture Graphs help us see and understand data, or information, that has been collected. What do you notice about the information on this picture graph? What information does it give us?
Turn to your Shoulder Partner and share your thoughts.

STUDENTS DO: Share thoughts with **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to choose 3-4 students to share ideas with the class.

8. TEACHER DO: Model for the students how to use the key to count data that is represented in a picture graph.

TEACHER SAY: Let's use the parts of the picture graph to help us learn about the data it shows. There are three labels: bird, cat, and fish. The key tells us that each picture is equal to one pet. Watch me count how many pets are birds.

TEACHER DO: Point to each birds and count.

TEACHER SAY: There are sevens birds as pets. Watch me write the number six on the board.

TEACHER DO: Write the number 6 large on the board, so all students can see.

READ ALOUD: The instruction under the picture graph says: "Write the number for how many of each pet." What number are you going to write next to the bird?

STUDENTS DO: Write the number on the line with pencil.

9. Students will now practice counting data that is represented by a picture graph with a **Shoulder Partner**.

TEACHER SAY: The next label is cat. Count the pictures of a cat to see how many pets are cats. Tell your Shoulder Partner your answer. If your answers are different, count the cats again.

STUDENTS DO: Share answer with **Shoulder Partner**.

TEACHER SAY: There are four cats. Watch me write the number four on the board.

TEACHER DO: Write the number 4 large on the board, so all students can see.

TEACHER SAY: Write the number four on the line next to the cat with your pencil.

STUDENTS DO: Write the number on the line.

10. Have students practice counting information presented in a picture graph independently. While they are counting, walk around the classroom to offer assistance as needed.

TEACHER SAY: The next label is fish. Count the pictures to see how many pets are fish on your own. Write your answer on the line next to the fish.

STUDENTS DO: Write the number on the line.

TEACHER SAY: There are three fish as pets. Watch me write the number three.

TEACHER DO: Write the number 3 large on the board, so all students can see.

TEACHER SAY: If you did not write the number 3, please correct your answer.

STUDENTS DO: Correct answer if necessary.

11. TEACHER DO: Introduce the concept of comparing data and model for the students how to

determine "more than" and "less than" from a picture graph. At the end of Day 2, students will practice this skill with a peer and independently.

TEACHER SAY:
By looking at the data, or information, we can determine which pets we have more of than the others. Remember from math, this is called comparing.
Look at the sentence underneath the picture graph.
The sentence says, "The number of birds is _____ the number of cats."
I know that there are six birds and four cats because we counted and wrote those numbers on the lines.
Remember what we learned in math. Is 6 greater than, less than or equal to 4?
Use your pencil to draw the symbol for "greater than" in the blank.
Now, let's read the sentence together.
"The number of dogs is greater than the number of cats."

STUDENTS DO: Recite sentence while teacher reads it aloud.

TEACHER SAY: **Tomorrow, you will have a chance to keep practicing comparing data.**

12. Closing: Review what the students learned today, and preview what they will encounter tomorrow.

TEACHER SAY:
Today we learned that graphs are one way to get information.
We learned how to get information from pictographs and how to compare that information.
Tomorrow we will learn about another kind of graph that gives us data. Can someone tell me another kind of graph you've seen before?
Let me use my Calling Sticks to choose someone to answer.

TEACHER DO: Use **Calling Sticks** to select a student to share their experience. You may modify the number of students called upon, depending on the time you have left in class and the familiarity of the group with the concept.

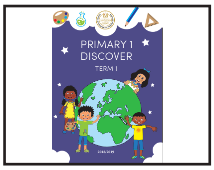
STUDENTS DO: Share experiences, discuss graphs. Listen to peers.

Lesson 2 Overview

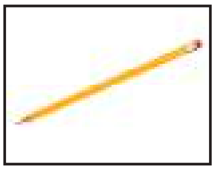
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify amounts represented by a bar graph. • Compare amounts using "more than," "less than," and "equal to."	• Bar graph • Scale

MATERIALS

Student Book



Pencils



Blackboard/Whiteboard or Chart Paper



Chalk or Markers



Discover (90 mins)

Directions

1. Introduction: Introduce students to the day's lesson by reminding them of what they learned about picture graphs during Day 1 and having them point to the parts as you review.

TEACHER DO: Instruct students to take out the student books. Pass out four crayons (red, yellow, blue, green) to each student or group of students, depending on how you choose to organize your class.

TEACHER SAY: Please go back and look at the page of your student book that we completed yesterday, called Picture Graphs.
We are going to review what we learned yesterday.
A picture graph is a type of graph that uses pictures to show data.
Data is information that has been collected.
I am going to say a part of the picture graph.
Point to the part of the picture graph in your student book.



TEACHER DO: Recite each part of the picture graph that students color-coded during Day 1 (title, labels, data, key). As you are speaking, walk around the classroom to monitor progress and correct misconceptions as they occur.

STUDENTS DO: Point to the correct part in the student book as teacher recites terms.

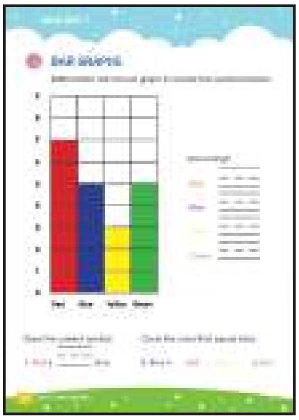
2. TEACHER DO: Introduce bar graphs to students as another means of understanding data.

TEACHER SAY: Picture Graphs are just one type of graph that helps us understand data, or information. Bar graphs are another kind of graph.
A bar graph uses bars to show us information.

3. TEACHER DO: Students will be working on page 44 of their student book. If possible, post a large version of the bar graph on the blackboard/whiteboard or chart paper for all students to see.

TEACHER SAY:
Turn to page 44 in your student book. It is called Bar Graphs.

READ ALOUD:
Directions: Use the bar graph to answer the questions below.



TEACHER SAY:
Look at the bar graph.
A bar graph has some parts that are the same as a picture graph.
This bar graph is showing data about favorite colors.
I know this bar graph is about favorite colors because the title is "Our Favorite Colors." Point to the title, "Our Favorite Colors" and circle it in red.

STUDENTS DO: Point to title and circle the title in red.

TEACHER SAY: **A bar graph also has labels. This time, the labels are on the bottom of the graph. For this bar graph, the labels tell the name of the color.**
Point to the labels and circle them in blue.

STUDENTS DO: Point to labels and circle the whole row of labels in blue.

4. TEACHER DO: Explain to students the differences between a bar graph and a picture graph.

TEACHER SAY:
Who can raise their hand and tell me one thing they notice about bar graphs that is different than picture graphs?
Let me use my Calling Sticks to choose someone to answer.

TEACHER DO: Use **Calling Sticks** to select a student to share their thoughts. You may modify the number of students called upon, depending on the time you have in class and the familiarity of the group with the concept.

TEACHER SAY:
A bar graph has a scale. The scale tells you how many. This scale starts at 0 and stops at 9. Let's point to each number on the scale and count.

STUDENTS DO: **Point to each number and count along with teacher.**

TEACHER SAY: **Instead of pictures, a bar graph uses bars. The bars in this bar graph show how many students like each color the most. Point to the bar for red.**

STUDENTS DO: Point to red bar.

Note to Teacher: Repeat this process with each color bar.

5. TEACHER DO: Now you will model how to use the bars and the scale to identify an amount. Use your finger to point and drag along the graph as you speak.

TEACHER SAY:
Let's use the parts of the bar graph to help us learn about the data it shows.
There are four labels: red, blue, yellow, and green.
I want to know how many students chose red as their favorite color.
I put my finger on the label that says "red." I move my finger up towards the top of the red bar, counting the number of filled in boxes as I go. My finger will stop at the end of the red bar. My counting stops at seven.
Another way to find the answer is to move my finger up without counting, but stopping at the last red box. Next, I move my finger over to the scale so I can see the number next to that box. The number of students who chose red is still seven. I can see that seven students chose red as their favorite color.
Watch me write the number seven.

TEACHER DO: Write the number 7 on the board large, so all students can see.

TEACHER SAY: **Now, use your pencil to copy the number seven on the line next to red. Below where it says "How Many?"**

STUDENTS DO: Write the number 7.

6. TEACHER DO: Students are going to practice using the bars and scale to identify amounts with a **Shoulder Partner** and then independently. Walk around the classroom to provide assistance when necessary.

TEACHER SAY:
The next label is "blue." Use the bar and scale to see how many students chose blue as their favorite color. With your Shoulder Partner, first count as your finger moves up the scale. Then try moving your finger to the top and over to the scale without counting. Is your answer the same?

STUDENTS DO: Determine number of students who chose blue.

TEACHER SAY: **Tell your Shoulder Partner your answer. If your answers are different, look at the bars again.**

STUDENTS DO: Share answer with **Shoulder Partner**.

TEACHER SAY:
Five students chose blue as their favorite color. Watch me write the number five.

TEACHER DO: Write the number 5 on the board large, so all students can see.

TEACHER SAY: **Now, take your pencil and write the number five on the line next to the word blue.**

STUDENTS DO: Write the number 5 on the line.

TEACHER SAY:
The next labels are "yellow" and "green." Use the bars and scales to see how many students chose yellow and green as their favorite color. Write your answers on the line next to the correct color word.

STUDENTS DO: Determine the amount of yellow and green and write numbers on the lines.

TEACHER SAY:
Three students chose yellow as their favorite color. Five students chose green as their favorite color. If you did not write the correct numbers, please fix your answer.

STUDENTS DO: Correct numbers if necessary.

7. TEACHER DO: Remind students of the data comparison you modeled during Day 1. Today, they will compare the data presented in the bar graph first with a **Shoulder Partner** and then independently.

TEACHER SAY:
Yesterday, I showed you how to use pictographs to compare data.
We learned which label has more than another label.
Look at the first sentence under the bar graph.
The sentence says, "Red is ____ blue."
Using the data, or information, that we wrote down about the colors, use your pencil to draw the correct symbol.

STUDENTS DO: **Draw a "greater than" symbol in the blank.**

TEACHER SAY:
There are seven students that like red and five students that like blue.
Seven is greater than five.

That means that there are more students that like red than blue.
You should have drawn a greater than symbol: > (Show on the board).
If you did not draw the right symbol, please fix your answer now.

STUDENTS DO: Make correction if necessary.

TEACHER SAY: **Now let's do some work with our shoulder partners.**
The next sentence says, "Circle the color that equals blue" and has Blue with an equal sign after it. Which other color has the same number as blue? How can we tell which colors have the same amount?

Note to Teacher: Allow students to share their ideas. If necessary, guide students to recognize that the amounts will be the same with questions like, "Are any of the bars the same?" or "Do any of the bars stop at the same place?"

STUDENTS DO: Discuss with **Shoulder Partner**.

TEACHER SAY:
Did you decide on an answer?
Use your pencil to circle the correct answer.

STUDENTS DO: **Circle the word green.**

TEACHER SAY:
The answer is green. There are 5 students who like Blue best, and 5 students who like Green best.
We know that 5 = 5.
If you did not circle the word "green," change your answer.

STUDENTS DO: Make correction if necessary.

8. Closing: Now that students have been introduced to getting information from two types of graphs and comparing data, they will begin to work on creating a graph with their own personal data.

TEACHER SAY:
We have learned that graphs like picture graphs and bar graphs help us compare data. Tomorrow, we are going to start putting data, or information, about ourselves into graphs.
What are some things that you would like to learn about your classmates?

TEACHER DO: Take three or four suggestions and write them on the board. If students have trouble suggesting appropriate questions, suggest questions like, "How many classmates are only children?," "How many classmates have a pet?," etc. Make sure that one question is "How many students in our class are girls?" (or boys), or add this one if it isn't suggested.

TEACHER SAY: **Those are excellent questions. Tomorrow we will start with "How many students in our class are girls?" (or boys).**

Lesson 3 Overview

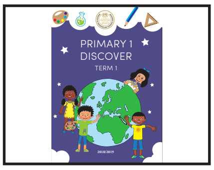
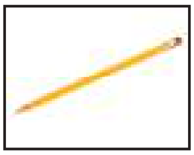
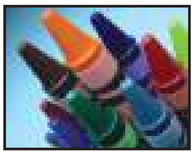
LEARNING OUTCOMES

Students will:
- Collect data to answer “boy/girl” question from Day 2.
- Create bar graph using personal data.
- Create picture graph using personal data.
- Compare and contrast picture graphs and bar graphs.

KEY VOCABULARY

- Bar graph
- Picture Graph
- Data

MATERIALS

Student Book	Pencils	Crayons	Chart Paper or Blackboard/ Whiteboard	Chalk or Marker
				

Learn (90 mins)

Directions

1. Introduction: Today, the class will count the number of boys and girls, so you can model how to create a graph with collected data. Then, they will create their own graphs using data from the gender distribution in their immediate family.

TEACHER SAY:
What questions about our class did we want to answer?

TEACHER DO: Remind students of the questions they generated at the end of Day 2 by reading them off the board. Say the gender that the class chose first, either boy or girl. Count the number together, and write it on the board. Then repeat for the opposite gender.

Note to teacher: Depending on the number of students in your class, the number of girls/boys is likely much higher than the students are comfortable counting at this stage in the year. Choose how to proceed – you may wish to modify this question to reflect the number of girls/boys in one group, etc. If you have a single gender classroom, feel free to modify this section to use a different trait, etc.

TEACHER SAY:
Let’s start with the question, “How many of our classmates are girls?” (or boys). All of the girls, please stand up now.

STUDENTS DO: Female students stand. If student is unable to stand, she can raise her hand to participate.

TEACHER SAY: **Let’s count together how many girls are standing up. So far in our calendar, we**

have counted up to 21. If there are more than 21 girls I will keep counting and you can follow if you already know the numbers.

STUDENTS DO: Count out loud with teacher.

Note to teacher: Students don't need to remember all the numbers past 21 that you count, they just need to understand that the last number you count is the number of girls in the classroom.

TEACHER SAY:
We have __ girls in our classroom. Watch me write the number __ on the board.

TEACHER DO: Write the number __ on the board large, so all students can see.

TEACHER SAY: **Thank you, girls, you may sit down. Now, will all of the boys stand up?**

STUDENTS DO: Male students stand. If a student is unable to stand, he may raise his hand to participate.

TEACHER SAY: **Now, let's count the number of boys in our class.**

STUDENTS DO: **Count out loud with teacher.**

TEACHER SAY: **We have __ boys in our class. Watch me write the number __ on the board.**

TEACHER DO: Write the number __ on the board large, so all students can see.

TEACHER SAY:
Thank you, boys. You may sit down. We have __ girls and __ boys in our class.
Can anyone guess which one is more and which one is less?

TEACHER DO: Choose a student who is raising their hand to give the correct answer. If a student gives an incorrect answer, use this time to correct any misconceptions.

Note to teacher: Students are likely not expected to know how to compare numbers that large, but have them guess and ask why they think the answer that they give.

TEACHER SAY:
Correct. There are more ____, because __ is more than __.

2. Now you will model how to turn your data into a bar graph by creating a graph on the blackboard/whiteboard or chart paper.

Note to Teacher: Depending on the number of students in your classroom, you will have to choose the scale for the vertical axis. This will most likely require counting skills that your students do not yet possess, so you can just write the numbers without counting/explaining skip counting.

TEACHER SAY:
The numbers we just counted and wrote on the board are our "data."
Now we will turn our data, or numbers, into a bar graph.
Watch how I draw the line on the bottom and label it "Boys" and "Girls."
Then, on the side, I will put the numbers.
Now, I need to make the bars.
There are __ boys, so I will draw a line here by the number __.
Then I turn that into a bar and choose a color to fill it in. I choose _____. (a color of chalk or marker you have)
There are __ girls, so I will draw a line here by the number __.
Then I turn that into a bar and choose a color to fill it in. I choose ______. (a second color of chalk or marker you have).
Now, we have a bar graph that shows how many boys and girls are in our class.

3. Students will now practice gathering their own data to create a version of the chart you modeled. When you ask them to count and record data, walk around the classroom to offer assistance where needed.

Note to Teacher: If students are having trouble writing numbers, they can trace. If they are having trouble counting in their heads, they can turn to the picture they drew of their immediate family and count from the paper.



TEACHER SAY:
You are going to practice making your own graphs with data, or numbers, from your family. Please turn to page 45 in your student book. It says "Boys and Girls in My Family" on the top.

STUDENTS DO: Turn to page 45.

READ ALOUD:
Directions: Write the number of boys and girls that are in your family. Use that data to make a bar graph.

TEACHER SAY:
In the box next to the picture of the boys, count how many boys are in your immediate family, and write it down. Remember to count both adults and children.

STUDENTS DO: Count males in their family and write number in box.

TEACHER SAY: In the box next to the picture of the girls, count how many girls are in your immediate family, and write it down. Remember to count both adults and children.

STUDENTS DO: Count females in their family and write number in box.

TEACHER SAY: Thank you for such wonderful counting.

4. *Note to teacher: Before turning their data into a graph, students will need green and yellow crayons. Point their attention back to your model graph frequently throughout this segment to remind them of the procedure you followed to create a graph.*

TEACHER SAY: Now, we need to turn your numbers into a bar graph.
Above the word "boys" on the bottom of your graph line, draw a line next to the number of boys in your family, and turn it into a bar. Just like I did on the board. Color your boys bar green.

STUDENTS DO: Use pencil and green crayon to create a "boys" bar on their graph.

TEACHER SAY: Above the word "girls" on the bottom of your graph line, draw a line next to the number of girls in your family, and turn it into a bar. Just like I did on the board. Color your girls bar yellow.

STUDENTS DO: Use pencil and yellow crayon to create a "girls" bar on their graph.

TEACHER SAY: You just created your first bar graph. You should be very proud of yourself. Turn to the people sitting next to you, and congratulate them on their great work!



5. Next, students will turn their bar graph data into a picture graph on page 46 of their student books. They will use the same numbers that they counted for their bar graph. Review the picture graph from Day 1.

TEACHER SAY:
Remember the picture graph about the animals?
Each picture represented one animal. You are going to use the data, or numbers, that you wrote down about your family to make a picture graph. Turn the page in your student book to page 46. It says "Family Picture Graph" on top.

READ ALOUD:
Directions: Use a green square to represent a boy. Use a yellow circle to represent a girl. Create a picture graph using the data from your family bar graph.

TEACHER SAY:
We are going to use shapes as our pictures that represent boys and girls.

A green square will represent a boy. Use your green crayon to color in the square next to the picture of a boy in the key.

STUDENTS DO: Color square green.

TEACHER SAY: **A yellow circle will represent a girl. Use your yellow crayon to color in the circle next to the picture of a girl in the key.**

STUDENTS DO: Color circle yellow.

TEACHER SAY: **Now you are ready to make your picture graph.**
Using your green crayon, draw the equal, or same, number of green squares in the "boys" row of your graph as there are boys in your family.

STUDENTS DO: Use green crayon to complete the "boys" row of their pictographs.

TEACHER SAY:
Using your yellow crayon, draw the equal, or same, number of yellow circles in the "girls" row of your graph as there are girls in your family.

STUDENTS DO: Use yellow crayon to complete the "girls" row of their picture graphs.

TEACHER SAY:
Congratulations! You created a picture graph!

6. Closing: Use this time to have students reflect on the difference between picture graphs and bar graphs. Students have now practiced creating both types of graph with personal data. Tomorrow, they will continue practicing graphs as they learn about living vs. non-living things.

TEACHER SAY:
Today we learned how to represent data, or information, in two different graphs. One is a bar graph and one is a picture graph. Can someone please explain the difference between the two types of graphs?

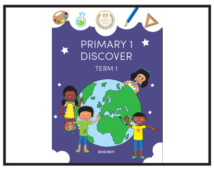
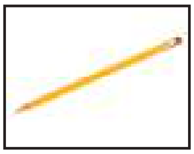
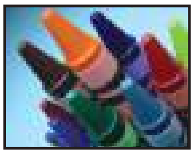
STUDENTS DO: Explain differences between graph types. Possible answers include the use of pictures or images on picture graphs.

TEACHER SAY:
Tomorrow we are going to continue to use graphs to organize and represent data. Thank you for your hard work today!

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Distinguish between living and non-living things. • Create a graph with data on living and nonlinving things. • Have a conversation with peers to compare data.	• Data • Living • Non-living

MATERIALS

Student Book	Pencils	Crayons	Chart Paper or Blackboard/ Whiteboard	Chalk or Markers	*Living and Non-Living Things* by Dr. Awatef Ibrahim
					

Learn (25-30 mins)

Directions

1. Introduction: Remind students of what they learned about bar graphs and pictographs. They will be using these skills to display information about living and non-living things. You will be creating a T-Chart on the board to record students' ideas- label one side "living" and one side "non-living."

TEACHER SAY:
Graphs are a way to show how many of something there is.
Yesterday, we counted how many boys and girls are in our families.
We used graphs to show those data, or numbers, to others.
You can use graphs to show numbers of living organisms, like pets and people.
I will write them in a list under the word "Living."

TEACHER DO: Write "pets" and "people" in the column under the label "living."

TEACHER SAY:
But, you can also use graphs to show numbers of non-living things.
Who can give me an example of a non-living thing that is in their home? I will write them on a list under the word "Non-living."

TEACHER DO: Take 3-4 suggestions of non-living things and write them on the board under the column labeled "non-living."

Note to teacher: If students struggle, suggest they remember the routines we diagrammed in Chapter 2.

TEACHER SAY:
We know that pets and people are living. Your classmates have suggested that ___, ____, ____,

and ____ are non-living. Let's learn about these things, so we can decide if that list is correct.

2. TEACHER DO: Read Living and Non-Living Things to students.

3. TEACHER DO: After reading, create another T-Chart on the board to record characteristics of "living" and "non-living." Have students suggest characteristics to record, correcting misconceptions as you go.

Note to Teacher: If students suggest something that is "dead" as non-living, use that as an opportunity to explain that in order to be dead, something must have once been alive. "Non-living" items are never alive.

TEACHER SAY: Look at my chart on the board. This side says "living" and this side says "non-living." What do you think makes something "living?"
I will write down your suggestions on the chart.

TEACHER DO: Take three or four suggestions and write on T-Chart.

STUDENTS DO: During this activity, students offer suggestions and participate in the discussion.

TEACHER SAY: What makes something "non-living?" I will write down your suggestions on the other side of the chart.

TEACHER DO: Take three or four suggestions and write on T-Chart.

TEACHER SAY: Now that we know the difference between living organisms and non-living, let's look back at our list. Are all of these things non-living?

TEACHER DO: Discuss subtleties and make corrections until you have a correct list. Move anything from the "non-living" list that is incorrect to the "living" list.

TEACHER SAY: We have __ living organisms on our list and __ non-living things.
Since we have data, or numbers, we could use them to make a bar graph or a picture graph.

4. Students will now count the number of people and pets (living) and the number of a non-living items in their homes to make graphs. Note to teacher: Technically, plants could also be counted in the living data, but for ease of implementation, this activity focuses on humans and animals.
The student book uses bicycles as the non-living item, but you can change it depending on your students' experience (i.e. toys, televisions, cars, etc.). When you ask them to count and record data, walk around the classroom to offer assistance where needed.

Note to Teacher: If students are having trouble writing numbers, they can trace. If they are having trouble counting in their heads, you can use examples from your household for the class to use as a model.

TEACHER SAY: You are going to count the number of living organisms and the number of a non-living object in your house to make graphs.
Turn to page 47 in your student book. It says "Living and Non-living Things" on top.



READ ALOUD:
Directions: Create a bar graph to show the number of living organisms and non-living things in your house. Include only humans in the living category.

TEACHER SAY:
We are going to count people for our living organisms. There are other living organisms in your house, like pets and plants, but for this graph, we are only including humans/people.
Write the number of people that live in your house next to the picture of a family.

STUDENTS DO: Count and write number of family members in the box.

TEACHER SAY:
There are lots of non-living things in a household.
We are only going to include one example.
The example shows a bicycle.

Now, count the number of bicycles that your family has. If your family doesn't have bicycles, choose another toy that you have a few of at home. Write the number of bicycles or other toys next in the box next to the picture.

STUDENTS DO: Count and write number of bicycles in box.

TEACHER SAY: **These numbers are your data. First you will use them to create a bar graph, just like you did yesterday. Above the word "living," draw a line by the number of people in your family. Turn it into a bar, and use your red crayon to color in the bar.**

STUDENTS DO: **Create "living" bar and color red.**

TEACHER SAY: **Above the word "non-living," draw a line by the number of bicycles your family has.**
Turn it into a bar, and use your blue crayon to color in the bar.

STUDENTS DO: Create "non-living" bar and color blue.

TEACHER SAY: **Great work! Now let's use the same data, or numbers, to create a picture graph on the next page. Use your pencils to draw the equal, or same, number of stick figure people in the "living" row as there are people in your family. A stick figure person looks like this.**

TEACHER DO: Draw a stick figure on the board large, so all students can see.

STUDENTS DO: Use pencil to complete the "living" row on their picture graph.

TEACHER SAY: **Use your pencils to draw the equal, or same, number of bicycles in the "non-living" row as your family has. You can use two circles and some lines to make a bicycle, like this.**

TEACHER DO: Draw a simplified bicycle on the board large, so all students can see.

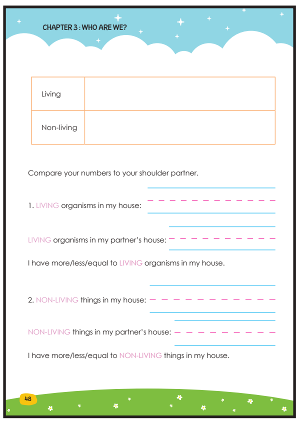
STUDENTS DO: Use pencil to complete the "non-living" row on their pictographs.

TEACHER SAY: **You should be very proud of all of your hard work creating graphs!**

5. Students' final task will be to have a conversation about their data and graphs with a peer and compare results. As students are comparing data, walk around the classroom to offer assistance where needed.

TEACHER SAY:
Now, you get to see if the living organisms and non-living things in your house are the same as your classmate's.
Turn to your Shoulder Partner and show them your data and your graphs.

STUDENTS DO: Each student shows his/her **Shoulder Partner** his/her graphs and explains his/her data.



TEACHER SAY:
At the bottom of the page, it says, "living organisms" and "living organisms in my partner's house."
- **Talk with your Shoulder Partner about the number of people in your houses. Write your number and your partner's numbers of living organisms where instructed.**
- **Next, decide: Who has more people that live in their house? Who has less? Complete the sentence in your student book by circling the correct words.**

STUDENTS DO: **Discuss with Shoulder Partner**, and complete more/less/equal to sentence in student book.

TEACHER SAY:
The next part says,"Non-living things in my house" and"Non-living things in my partner's house."
Talk with your Shoulder Partner again. Who has more bicycles? Who has less?
Complete the sentence in your student book by circling the correct word and writing the numbers in the correct spaces.

STUDENTS DO: Discuss with **Shoulder Partner**, and complete more/less/equal to sentence in student book.

6. Closing: Now that students have practiced making bar graphs and picture graphs with personal data, the class will work together to collect data about the group's preferences and make large class graphs.

TEACHER SAY:
Thank you all for working so hard to learn how to make bar graphs and picture graphs. Tomorrow we will get data, or information, about our entire class to make graphs with it!

Lesson 5 Overview

LEARNING OUTCOMES

Students will:

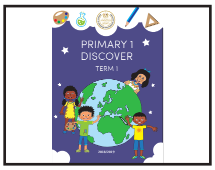
- Work together with classmates and teachers to create a graph that represents the class.
- Practice identifying amounts represented by a bar graph.
- Compare amounts using "more than" and "less than."

KEY VOCABULARY

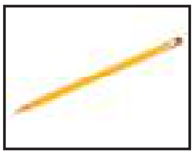
- Primary color
- Bar graph
- Scale
- Data

MATERIALS

Student Book



Pencils



Crayons

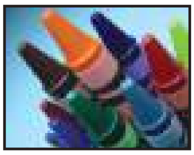


Chart Paper or Blackboard/ Whiteboard



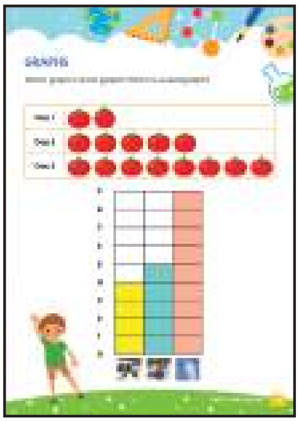
Chalk or Marker



Share (90 mins)

Directions

1. Introduction: As a class, you will be creating a large graph that represents student data. Start by reminding students the difference between a picture graph and a bar graph.



TEACHER SAY:
We have learned about two types of graphs, a picture graph and a bar graph. Let's review them. Open your student book to page 49. It says graphs on top.

STUDENTS DO: **Open student book to page 49.**

TEACHER SAY:
Raise your hand if you think the tomato graph is a bar graph.

STUDENTS DO: **Somw will raise hands.**

TEACHER SAY:
Raise your hand if you think it is a picture graph.

STUDENTS DO: Some will raise hands.

TEACHER SAY:
The tomato graph is a picture graph.
Let's say this together. The tomato graph is a picture graph.
Let's look at the next graph. It shows 3 animals. These animals live near the Nile River. I see a lizard - it is called a Nile monitor. I see a hippo. I see a bird - it is called an egret.

Raise your hand if you think the Nile animal graph is a bar graph.

STUDENTS DO: Some will raise hands.

TEACHER SAY: **Raise your hand if you think Nile animals graph is a picture graph.**

STUDENTS DO: Some will raise hands.

TEACHER SAY: **It is a bar graph.**
Let's say that together. The Nile animal graph is a bar graph.

2. As a class, you will count color preferences among the students. Students will record this data in their student book, and you will create a large bar graph on the board using the information.

TEACHER SAY:
Now we are going to create a bar graph as an entire class.
The data, or information, we will put on our bar graph will be each student's favorite primary color.
A few days ago, we looked at a bar graph that compared the colors red, blue, yellow, and green.
Do you know which one of these colors is not a primary color?
Turn and tell your Shoulder Partner.

STUDENTS DO: **Discuss with Shoulder Partner.**

TEACHER DO: Choose a student to provide an answer.

TEACHER SAY:
Green is not a primary color.
So, the primary colors are red, blue, and yellow.
Our graph will be about your favorite primary color.



TEACHER DO: Write "Favorite Primary Color" at the top of chart paper. Draw an L-shaped axis below it. Label the x axis: red, blue, yellow. If possible, write the word red in red, blue in blue, and yellow in yellow.

TEACHER SAY: **Before we can make the bars on our graph, we need to collect our data, or information.**
Turn to page 50 in your student book. It says Our Class Data - Colors on top.

READ ALOUD: **Use crayons to color in the primary colors. Then fill in the data from your class.**

TEACHER SAY:
There are three boxes.
Each one will be a different primary color.
Use your crayons to color one box red, one box blue, and one box yellow.

STUDENTS DO: Turn to page 50. Use red, blue, and yellow crayons to color boxes.

TEACHER SAY:
Now I would like you to decide which one is your favorite primary color.
You can only choose one color.
I will ask you in the same order that it appears in your student book: red, blue, and then yellow.
When I say your favorite primary color, raise your hand and keep it raised high until I count all of the hands raised.

TEACHER DO: For each primary color, ask students to raise hand if it is their favorite. Count raised hands aloud, and write the number under the bar graph label on the board. Repeat for each color.

TEACHER SAY:
__ students prefer red, __ students prefer blue, and __ students prefer yellow. Do you see the line under each circle you colored? Write these numbers on the lines under the correct boxes in

your student book.

STUDENTS DO: **Write correct number under each box.**

TEACHER SAY: **I want to know, which primary color do students like the most? Even though these are bigger numbers than we have compared before, we can use a bar graph or picture graph to help us figure out which number is biggest.**

Before we do that, do you have a guess about which number is the biggest? Turn to your Shoulder Partner and discuss.

STUDENTS DO: **Discuss with Shoulder Partner.**

TEACHER SAY: **Let me use my Calling Sticks to choose someone to share their guess.**

TEACHER DO: Use **calling sticks** to select a student to share their guess.

3. TEACHER DO: Create the scale for the y axis. For example, if the color with the highest votes is 31, you may choose to use increments of 5 (0, 5, 10, 15, 20, 25, 30, 35), with lines to denote the in between numbers, increasing until 35. That way all of the classes votes will fit on the graph.

Note to Teacher: Students may not be able to count to the number representing the favorite primary color. You can create the scale without them counting/explaining skip counting. Just write the numbers clearly on the board.

4. Now you will use the data to create the bars on the graph in the same method the class has been using throughout the chapter. Make sure to point and drag your finger as you explain your process. If possible, use colored chalk or markers to color in bars.

TEACHER SAY:
__ students like red the most.
I need to go up from the label red to the number __ and draw a line across.
Now I will color that bar red.
__ students like blue the most.
I need to go up from the label blue to the number __ and draw a line across.
Now I will color that bar blue.
__ students like yellow the most.
I need to go up from the label yellow to the number __ an draw a line across.
Now I will color that bar yellow.
Look at our wonderful bar graph!
Even though we don't yet know how to compare numbers this big, can you tell which number is the biggest by looking at this graph?

TEACHER DO: Use **Calling Sticks** to invite a few students to answer.

5. Students will now write a simple sentence with the concluding information from the graphing activity. Provide support as needed to meet the varying skill level of students in your classroom.

TEACHER SAY: **Can we say a sentence that describes the primary color that MOST students like in our class? Think to yourself first. Then turn to your Shoulder Partner and share your idea.**

STUDENTS DO: **Think of ways to summarize the data. Share with a partner.**

TEACHER DO: Call on several students to share an answer until you end up with a sentence that correctly states: Most students in our class like the color __ . Write this sentence clearly on the board. Students will either write the full sentence or just the identified color, depending on skill level and readiness. Modify your instructions as needed for your class.

TEACHER SAY: **Write a sentence that tells which color MOST students in our class prefer.**

STUDENTS DO: **Write in the student book to indicate the preferred color.**

6. TEACHER DO: Comparing data is hard work for students. Encourage them to reflect on their efforts with a bar graph using data, or information, from our entire class. Tomorrow, we will make a picture graph! Turn and congratulate your **Shoulder Partner** on work well done today.

6. Closing: Tomorrow, the class will make its final picture graph using class data. Preview this activity with the student.

TEACHER SAY:

In this chapter, we have learned about two kinds of graphs: bar graphs and picture graphs. Today, we made a bar graph using data, or information, from our entire class. Tomorrow, we will make a picture graph!

We used our brains and compared data. We described our class. Let's congratulate each other by saying "Congratulations" together.

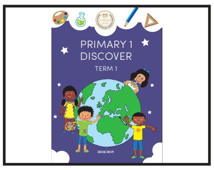
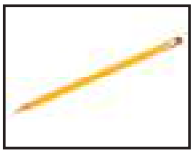
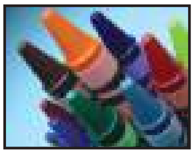
Ready? CONGRATULATIONS!

STUDENTS DO: Say "congratulations" out loud with class.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Work together with classmates and teachers to create a graph that represents the class. • Practice identifying amounts represented by a picture graph. • Compare amounts using "more than" and "less than." • Analyze graphs to describe characteristics of the class.	• Picture Graph • Data

MATERIALS

Student Book	Pencils	Crayons	Chart Paper or Blackboard/ Whiteboard	Chalk or Marker
				

Share (90 mins)

Directions

1. Introduction: As a class, you will be creating a large graph that represents student data. Review the characteristics of a picture graph.

Note to teacher: The category for the second graph is your choice. The example refers to the length of student hair (short, medium, long). You may want to choose another trait that reflects diversity in your classroom.

TEACHER SAY:
We have learned about two types of graphs, a picture graph and a bar graph.
Can someone remind me what color MOST children in this class preferred? (pause and wait for an answer or allow students to call out in unison)
Today, we are going to make a class picture graph.
Remember, a picture graph uses a picture to represent one of something.
Today, our graph will be about the length of hair (or replace with a trait of your choice to reflect diversity in your classroom) of students in our class.
We are all the same, because we all have different hair styles. Some of us have short hair, some have medium length hair and some have long hair.

Note to Teacher: You may wish to use a different feature, as above. Modify directions below and in the student guide to suit your choices.

TEACHER DO: Write "Hair Length" at the top of chart paper. Draw a picture graph outline with three rows and two columns. In the first column, write "short" in the first row, write "medium" in



the second row, and write "long" in the third row.

2. Students will return to page 51 in the student book. This is where they will record the data you collect as a class to create your class picture graph.

TEACHER DO: Distribute crayons to each student or group of students, depending on how you organize your class.

TEACHER SAY:
Turn back to page 51 in your student book. It says Our Class Data - Hair Length on top. Let's gather the class data. Stand up if your hair is short. Look at all the different ways people can have short hair. Let's count the number of people with short (medium, long) hair.

TEACHER DO: Repeat the process for each choice – short, medium and long. Count raised hands aloud, and write the number under the picture graph label on the board.

TEACHER SAY:
__ students have short hair, __ students have medium length hair, and __ students have long hair. I am recording these numbers on my chart here in the front of the class. I am recording these numbers on my chart here in the front of the class.

3. TEACHER SAY:
You will see three circles on the bottom of the page. You will illustrate the different hair styles in our class – short, medium and long.

STUDENTS DO: Turn to correct page and draw pictures illustrating the different categories.

TEACHER SAY:
Next, write the numbers under the correct circles in your student book.

STUDENTS DO: Write numbers in the correct boxes.

4. TEACHER SAY:
Now, use your pencil to put a box around the circle that matches you.

STUDENTS DO: Use pencil to put a box around the correct hair length.

Note to Teacher: Creating a picture graph with a large number of pieces of data can be tedious. If you have a very large class, you may wish to modify the next steps. For example, you may wish to only represent the first row of studetns or you may shift to representing one half of the class, etc.

5. TEACHER DO: Use the data collected to complete the class picture graph. Use the large chart paper you set up in step 2. If possible, use colored chalk/markers to complete the graph. Choose an image to represent each selection - suggested images are indicated in the teacher directions below. Repeat until the graph is competed.

TEACHER SAY:
I am going to use different colors to represent the different characteristics.
__ students have short hair.
I will draw __ circles with red short lines on the sides in our picture graph to represent the number of students who have short hair. Count with me as far as you can.
(draw the circles with short lines to pictorially represent the data, repeat below.)
__ students have medium length hair.
Watch me draw __ circles with blue medium lines on the sides in our picture graph to represent the number of students who have medium length hair. Count with me as far as you can.
Finally, __ students have long hair.
I will finish our picture graph by drawing __ circles with green long lines on the sides to represent the number of students with long hair. Count with me as far as you can.

Note to Teacher: Students may not be able to count to the number representing the amount of a given characteristic. You can count aloud past the numbers they know.

6. Students will discuss the class picture graph with a peer in order to compare amounts using "more than" and "less than." You may wish to review the words MOST and LEAST with students. Take the time to write these words on the board, if necessary, and have students identify the same words in teh student book.

TEACHER SAY:
Now, let's use our math skills and compare these amounts. Let's think back to when students stood up if they had short, medium or long hair.
Do you remember when the most students stood up?
Do you remember when the least students stood up?
Now look at the picture graph.
Which row has the most data?
Which row has the least data?
Share your thinking with your partner.

STUDENTS DO: Analyze the data. Talk with a partner.

7. TEACHER DO: Use **Calling Sticks** to ask several students to explain their thinking. Push students to refer to the picture graph and talk about observing students in the classroom.

TEACHER SAY:
Explain your thinking. Which hair length is the MOST common in our class?
Which hair length is the LEAST common in our class?

STUDENTS DO: Share thinking.

TEACHER SAY:
Yes. The MOST commong hair style in our class is ____. The LEAST common hair style in our class is ____.

Let's write this information in our books.

READ ALOUD: Which hair length is MOST common in our class? (pause for students to write) Which hair length is LEAST common in our class? (pause for students to write)

STUDENTS DO: Write the correct data in the booklets.

8. The title of this chapter was "Who Are We?" Lead the students in a discussion of the ways we can describe the class as a whole.

TEACHER SAY:
This chapter was called "Who Are We?"
Can you look at our class graphs and use the data to describe our class?
For example – what color was the favorite for most of the class?
How do you know?

STUDENTS DO: Students look at and analyze the graph. Offer answers and provide evidence. Possible responses: Most kids in our class like red. I know this because I looked at the bar graph and saw that (red) was the highest/biggest number.

TEACHER SAY:
Can you look at our graphs and tell how many boys/girls there are in our class?
Are there more girls or more boys in our class?
How do you know?

STUDENTS DO: Students look at and analyze the graph. Offer answers and provide evidence.

TEACHER DO: Repeat with other questions related to the graphs the class created. Push students to provide evidence.

9. Closing: Use this time to remind students of all they have learned throughout the entire chapter.

TEACHER SAY:

You should be proud of all you have learned during this chapter!
Now we know that graphs help us organize information, or data, and you learned how to create two different kinds of graphs- a bar graph and a picture graph.
I liked how you were able to use your graphs to show information about your family and your class.
In the next chapter, we will begin thinking about our community.

PRIMARY 1

Multidisciplinary

WHO AM I?

Chapter 4: Our Community

Theme Overview

Our Community

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	As citizens, students must understand that they belong to a community. Communities provide for our needs and citizens, in turn, have responsibilities within the community. As members of communities, we can work together and be cooperative and collaborative. Students will identify rights and responsibilities of community members and describe community helpers.	3
Learn	Students will learn about the important elements and jobs that create a community. They will focus their learning in this section on industrial jobs, and categorize all of the jobs they have learned about as "industrial" or "not industrial."	2
Share	After discussing the importance of dressing appropriately and using the right tools, students will present their learning about industrial jobs in broadcast form.	2

Our Community

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative **Negotiatie:** • Effective listening • Good inquiry
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Connection to Issues



Non-discrimination: We are all alike, and yet we have differences. We can appreciate and talk about how we are the same and different. We can work together and be cooperative and collaborative.

Citizenship: We belong. We are part of a human family. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:
- Read common, high frequency words by sight.
- Follow written instructions.
- Participate in collaborative conversations.
- Ask or answer questions about key details in information presented orally.

WRITING:
- Write letters.
- Write high frequency words.
- Add drawings to convey meaning.

SPEAKING AND LISTENING:
- Mimic sounds.
- Pronounce sounds.
- Combine syllables to form words.
- Follow agreed upon rules for discussion.
- Use personal, possessive, and indefinite pronouns.
- Use complete sentences when appropriate to task and situation.

MATH:
- Classify objects by their attributes.

SCIENCE:
- Explain the importance of water.

ART:
- Use simple geometric shapes to create images of things found in the surrounding environment.
- Identify foreground and background.
- Create complex artwork by repeating geometric shapes (square, triangle, circle, rectangle).
- Use materials from the surrounding environment.

DRAMA:
- Explain the concepts of puppetry.
- Identify means of moving puppets.
- Participate in composing a drama team with multiple roles.

- Works with classmates to contribute to the components of a show.

MEDIA:
- Create and refine questions to meet an information need.

ECONOMICS AND APPLIED SCIENCES:
- Describe personal rights and responsibilities as a member of the family
- Describe personal rights and responsibilities as a member of the family and school
- Cooperate with classmates in playing and activities.
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others.

SOCIAL STUDIES:
- Distinguish between rights and responsibilities of being a member of a family, school, and neighborhood.
- Demonstrate respect for others.
- Work with classmates to solve problems.

VOCATIONAL FIELDS:
- Identify various industrial jobs and tools in images and pictures.
- Create an artistic display showing a variety of industrial jobs and tools using materials from the environment.
- Explain the importance of industrial professions.
- Describe tools used by industrial workers.
- Match pictures of industrial tools with professionals who use them.
- Participate in decorating the surrounding environment using materials available in the home, classroom, and school.
- Arrange and organize school tools in the classroom.
- Maintain an appropriate appearance.
- Explain the importance of maintaining the cleanliness of the classroom.

CHAPTER 4

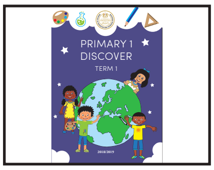
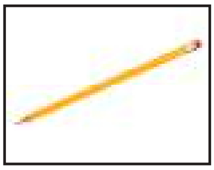
Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Recognize that they belong to a community. • Identify and analyze rights of community members at school and in the neighborhood. • Agree to preserve their own rights and uphold those of other students. • Infer guidelines for classroom behavior that will uphold students' rights in the classroom.
2	**DISCOVER: Students will:** • Identify and analyze responsibilities of community members at school and in the neighborhood. • Discuss ways to respectfully solve problems. • Role play, using puppets, responsible behavior.
3	**DISCOVER: Students will:** • Identify and compare jobs at home and at school. • Discuss the jobs of family members. • Describe community helpers and identify where important community helpers work.
4	**LEARN: Students will:** • Identify industrial jobs that are most common in the area. • Connect workers with tools that are appropriate to the job/profession.
5	**LEARN: Students will:** • Categorize list of important jobs as "industrial" or "not industrial." • Discuss important elements to a community (i.e., people, food, water, shelter, respect, etc.).
6	**SHARE: Students will:** • Identify the tools of a steelworker. • Identify tasks a steelworker would do at his/her job. • Create and perform a mock television broadcast about steelworkers.
7	**SHARE: Students will:** • Identify appropriate dress for a construction worker. • Compare and contrast the importance of dressing appropriately for school and work with the dress requirements for different community workers. • Use items brought from home and found in classroom to create backdrop/props. • Create and perform a mock television broadcast about construction workers.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Recognize that they belong to a community. • Identify and analyze rights of community members at school and in the neighborhood. • Agree to preserve their own rights and uphold those of other students. • Infer guidelines for classroom behavior that will uphold students' rights in the classroom.	• Community • Rights • Guidelines

MATERIALS

Student Book	Pencils	Puppets	Chart Paper or Blackboard/ Whiteboard	Chalk or Markers
				

Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the chapter.

TEACHER SAY:
We are starting a chapter called "Our Community."
What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question before continuing.

STUDENTS DO: Offer ideas about what they might learn in the unit.

2. TEACHER SAY:
We have been learning about families.
Your family is a community.
A community is a group of people living, working, or playing together.
Can you repeat that word and what it means with me? Community.

STUDENTS DO: Repeat "Community. A group of people living, working, or playing together."

TEACHER SAY:
Family members usually live together and do the same things.
Communities can also be bigger than families. What are some other communities, or groups you belong to?
Share your ideas with your Shoulder Partner.

STUDENTS DO: Discuss with partners. Listen respectfully to peers.

TEACHER DO: Allow shoulder partners time to share examples of other communities. Listen to student conversations.

Note to Teacher: If students are not responding or have misconceptions, remind them that a community is a group of people living, working, or playing together. Ask guiding questions like, "What are some groups of people that work together?" and "What are some groups of people that play together?"

TEACHER SAY:
Our school is another community.
We work together to learn.
We play together, too.
Our neighborhood is also a community.
It is where we live, work, and play.

3. TEACHER DO: Make a T-chart on chart paper or on the chalkboard labeled "Rights" on one side and "Responsibilities" on the other. As a class, you will compile and discuss a list of examples of rights today, and will fill in and discuss responsibilities the next day.

TEACHER SAY:
People in a community have rights.
A right is something you deserve, or something that you should be allowed to get or have.
Turn to your Shoulder Partner and say this new word and its definition after me. Right. A right is something I deserve.

STUDENTS DO: Repeat the word and definition to their **Shoulder Partner**. "Right. A right is something I deserve."

TEACHER SAY:
Let's see if we can list some of our rights as students in this classroom.
You deserve, or should be allowed, to be safe at school.
Being safe at school is your right.
What are some other examples of rights? Raise your hand if you think you know.

Note to Teacher: If students are not responding or have misconceptions, remind them of the living things that they learned about in the last chapter. What are some things that living things, like people, need? (food, shelter, water, clothing, etc.)

TEACHER DO: Record "be safe" on the T-chart under "rights." Then call on several students with hands raised to share ideas. Add their ideas to the chart, correcting misconceptions as they occur. By the end of the discussion, make sure these three rights are included on the list, or suggest them if students don't:

We have the right to be safe. We have the right to learn. We have the right to share our ideas.

STUDENTS DO: Share ideas and participate in the discussion.

4. TEACHER SAY:
This is a wonderful list of rights. Let's figure out how we can protect each of these rights. Keeping our rights in a classroom depends on all of us.
Let me tell you a story. Close your eyes.

STUDENTS DO: Close their eyes and listen.

TEACHER SAY:
Imagine a student is running around the classroom. Taking a sharp turn around a table, he knocks over another student. The student who fell gets hurt. Was the student who fell kept safe? Show me a thumbs up if you think the student who got hurt was safe, or a thumbs down if that student was not safe in the story.

STUDENTS DO: Show thumbs up/down to vote, most should show thumbs down.

TEACHER SAY:
I saw lots of thumbs down. That's right.

TEACHER DO: Call on a few students who showed thumbs down to explain why they voted that the hurt student was not kept safe in the story.

TEACHER SAY: Good reasons. By running and not being careful, the first student is taking away the other student's right to be safe. In order to keep all of us safe, we need to commit to being kind, and not putting our classmates in danger. We have rules and guidelines to protect each other's rights. Can we make a list of guidelines that will help us keep our rights? What is a guideline that will help us all protect our right to learn? Raise your hand if you have an idea.

STUDENTS DO: Raise hands to offer ideas.

TEACHER DO: Call on students with raised hands to discuss ways to protect the right to learn. Possible answers include not talking while others are talking, following directions, and working hard. If any student answers line up with previously established classroom rules, point this out.

5. TEACHER SAY: Those are some good things to remember. What about the right to share ideas? If a student gives a wrong answer and another student laughs, does that demonstrate protecting the right to share ideas? Show me a thumbs up if you think laughing at wrong answers protects the right to share ideas, or a thumbs down if you disagree.

STUDENTS DO: Show thumbs up/down to vote, most should show thumbs down.

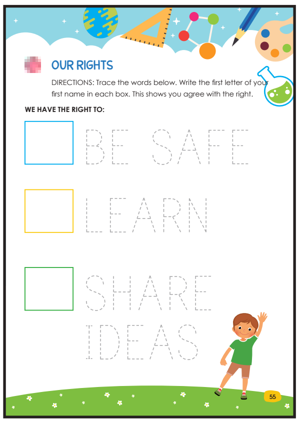
TEACHER SAY:
I saw lots of thumbs down. That's right.

TEACHER DO: Call on a few students who showed thumbs down to explain why they voted why the story did not demonstrate protecting students' rights.

TEACHER SAY: How can we protect a students' right to share ideas when a student gives a wrong answer? What could we do instead of laugh or make fun of him? Raise your hand if you have an idea.

STUDENTS DO: Raise hands to offer ideas.

TEACHER DO: Call on a few students with raised hands to share their ideas.



6. TEACHER SAY: You have great ideas for how to protect all of our rights to share ideas. We have been reviewing appropriate classroom behaviors all year. Now that we know these behaviors protect each other's rights, let's re-commit to help each other. Turn to page 55, titled Our Rights in your workbook. We are going to commit to protecting each other's rights as students.

STUDENTS DO: Turn to page 55, Our Rights, in the workbook.

TEACHER DO: Hold up the page so that students can see what it looks like.

READ ALOUD: Trace the words below.

TEACHER SAY: Let's read the words together that you are going to trace. The first line says "We have the right to…" then the first words you will trace say "be safe." Can you repeat that whole sentence after me? We have the right to be safe.

STUDENTS DO: Repeat "we have the right to be safe."

TEACHER SAY: Good job, now trace the words "be safe."

STUDENTS DO: Trace the words.

TEACHER SAY: I am going to repeat the sentence starter and end it with the next right we have. Repeat after me: We have the right to learn.

STUDENTS DO: Repeat "we have the right to learn."

TEACHER SAY: Nicely done. Now, trace the word "learn."

STUDENTS DO: Trace the word.

TEACHER SAY: I am going to repeat the sentence starter one more time, and end it with the third right. Repeat after me: We have the right to share ideas.

STUDENTS DO: Repeat "we have the right to share ideas."

TEACHER SAY: Great! Now, trace the words "share ideas."

STUDENTS DO: Trace the words.

READ ALOUD: The rest of the directions say: Write the first letter of your first name in each box. This shows you agree to protect the right.

STUDENTS DO: Write the first letter of their first name in each of the three boxes.

Note to Teacher: If possible, once students have finished the other side of the "Our Rights" page, consider tearing or cutting it out to display the rights agreements around the classroom.

7. Closing: Use the end of the class to review learning and encourage students to reflect and share with partners.

TEACHER SAY: Today has been an important day. We have listed some important rights for our classroom. We have committed to protecting our rights. Tomorrow we will talk more about our responsibilities as students and finish our T-chart. To end our discussion today, turn to your Shoulder Partner and tell them one way that you will protect your partner's right to learn.

STUDENTS DO: Turn to **Shoulder Partner** and discuss.

TEACHER SAY: Now turn to the other Shoulder Partner. Shake their hand, and thank them for protecting your rights.

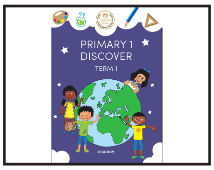
STUDENTS DO: Turn to **Shoulder Partner**, shake hands, and thank them.

Lesson 2 Overview

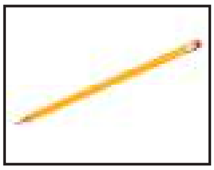
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify and analyze responsibilities of community members at school and in the neighborhood. • Discuss ways to respectfully solve problems. • Role play, using puppets, responsible behavior.	• Community • Responsibility • Rules

MATERIALS

Student Book



Pencils



Puppets



Chart Paper or Blackboard/ Whiteboard



Chalk or Markers



Discover (90 mins)

Directions

1. Introduction: Review the concept of rights from the previous lesson.

TEACHER SAY: **Yesterday, we listed some of our rights as students. We talked about how we can protect each other's rights. Who remembers one of the rights we named? Raise your hand if you remember.**

STUDENTS DO: Raise hands to answer.

TEACHER DO: Call on 3-5 students until students name the three rights they agreed to protect: the right to be safe, to learn, and to share ideas.

2. Now, work with the students to compile a list of responsibilities on the other side of the T-chart. Note to Teacher: If students are not responding, ask them to think about things they do to make their community a better place. What are some things that you do to make your classmates feel happy and safe? What are some things that you do to make your community a safe and peaceful place? (follow rules, take care of ourselves, take care of our materials, try our best, etc.)

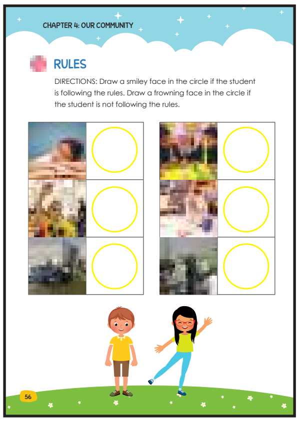
TEACHER SAY:
Let's look at the T-chart we started yesterday. We have a list of rights. The other side of the chart is labeled: Responsibilities.
A responsibility is something you are expected to take care of or do.
Can you repeat that word and definition after me?
Responsibility. Something you are expected to do.

STUDENTS DO: **Repeat the word and definition.**

TEACHER SAY:
A responsibility is sort of like a job.
For example, you are expected to respect others.
Respecting your classmates is your responsibility at school.
What are some other examples of responsibilities?
Raise your hand if you have an idea.

TEACHER DO: Call on several students with hands raised to share ideas. Add their ideas to the chart, correcting misconceptions as they occur.

STUDENTS DO: Share ideas and participate in the discussion.



3. TEACHER DO: Pass out workbooks. Have students open their workbook to page 56. Students will draw a smiley face if the picture shows a student being responsible. Students will draw a frowny face if the picture shows a student not being responsible.

TEACHER SAY:
Rules help a community stay safe and peaceful.
Just like the guidelines we talked about yesterday, rules help protect our rights.
It is everyone's responsibility to obey the rules.
Open your workbook to page 56.
Look at the pictures.
Some of the students are being responsible.
They are following the rules.
Some of the students are not being responsible.
They are not following the rules.

READ ALOUD:
Directions: Draw a smiley face in the circle if the student is following the rules. Draw a frowning face in the circle if the student is not following the rules.

TEACHER SAY:
Let's do one together.
I see that the student is sleeping instead of reading.
Do you think that is safe?
Is that student being responsible?
In our classroom, we do not sleep. We pay attention.
There should be a frowny face.
Watch me draw a frowny face on the board.
Then, you draw it in your workbook in the circle next to the student running.

TEACHER DO: Draw frowny face on the board large, so all students can see.

STUDENTS DO: Draw a frowny face in the circle next to the student sleeping.

4. TEACHER SAY:
Now, I would like you to complete the rest of the page on your own.

STUDENTS DO: Students will draw smiley faces or frowny faces next to the pictures.

TEACHER DO: Circulate around the classroom. making sure that students are following directions. Provide guidance as needed, and prompt students to explain their answers.

5. Engage students in a conversation about what happens when people do not follow the rules. This will begin to prepare them for the puppet activity to follow.

TEACHER SAY:
Our classroom is a community.
It is our responsibility to follow the rules.
What would the classroom be like if we did not follow the rules?

TEACHER DO: Use **Calling Sticks** to choose three or four students to answer the question before continuing.

STUDENTS DO: Respond and listen to peers.

6. Students will be using puppets in groups to act our different scenarios that you assign in which some are following rules and some are not. Possible scenarios could include not taking turns, not waiting in line, not cleaning up materials, etc. Allow time for students to practice as well as share their puppet show with the class.

Note to teacher: If you do not have puppets available, you can have the students make puppets with paper and crayons or you can have students act out the scenarios as skits. You may also want to bring in dolls or other props you can substitute for puppets.

TEACHER SAY:
Sometimes, friends do not follow the rules.
But, people in communities help each other.
Since we are a community, we can help each other follow the rules.
Remember, it is important to use kind and respectful words when you're helping someone! Let's help each other by reminding each other of the rules.
I passed out puppets. Puppets can be used to create shows for others to watch. To make a puppet move, you put your hand inside and wiggle your fingers. Watch me make this puppet move.

TEACHER DO: Demonstrate use of puppet.

Note to teacher: One quick way to assign groups is to have students count off by how ever many groups you want to have. This may be determined by the number of puppets available. For example, if your class size is 60 students, and you want to have 10 groups, have your students count off by 10s. Do this by telling students to count when you point to them, but once they count 10, they start over at one. Continue counting until every student has a number. All of the students that counted "1" will be a group. All students who counted "2" will be a group, etc.

TEACHER SAY:
Use the puppets to act out how you can help a friend follow the rules.
Imagine that one of your puppets has just gotten in trouble for breaking a rule. Maybe it was running around the hallway, maybe throwing a crayon. Look at the page you just finished if you need ideas.
Talk with your group about what rule your puppet will break. Decide what each puppet will say in the conversation.

STUDENTS DO: Decide on a scene and storyline to act out with the puppets.

TEACHER SAY:
Now, practice talking with your puppets in your group. What should each puppet say? Who will speak first? Who will speak next?

STUDENTS DO: Practice acting out the agreed upon scenario with puppets.

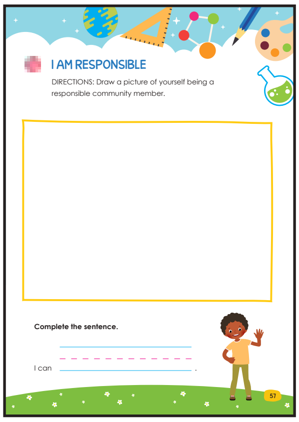
TEACHER DO: As students practice, walk around the classroom listening for good ideas and groups that might need help.

TEACHER SAY:
Now, let's share some of our scenes with the class. I will use Calling Sticks to choose 3 groups to perform their scene for everyone.

STUDENTS DO: Act out scenario with puppets.

TEACHER SAY:
Those were amazing puppet shows!
Please tell everyone in your group what a nice job they did.
Now, as a community, it is our responsibility to keep our classroom clean.
So, let's all help collect the puppets and put them away neatly.

TEACHER DO: Direct cleanup and put puppets away.



7. It is important that the students see themselves as part of the community and can picture themselves being responsible. Use workbook page 58 to facilitate this understanding.

TEACHER SAY:
Open your workbook to page 57. It says I am Responsible on top. You can use the ideas from our rights and responsibilities chart on the board to help you think of an idea.

READ ALOUD: Draw a picture of yourself being a responsible community member.

STUDENTS DO: Draw a picture showing how they are a responsible community member.

TEACHER SAY:
The sentence on the bottom of the page says, "I can ______."
Community members help.
You are going to complete the sentence with the word "help."
Watch me write the word help on the board.

TEACHER DO: Write the word help on the board large, so all students can see.

TEACHER SAY:
Now, complete the sentence by writing the word help on the line.

STUDENTS DO: **Use pencil to write the word help.**

8. Closing: The closing is used daily to end the lesson. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY:
Today we talked about communities, and discovered the rights and responsibilities of people who live, work, and play in a community.
Turn to a partner and share one way you will help our community.

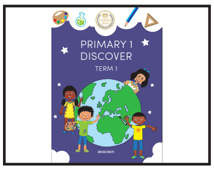
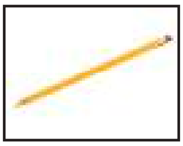
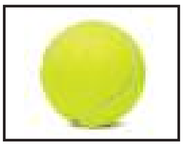
STUDENTS DO: **Share a way they can help. Listen to peers.**

TEACHER SAY:
Tomorrow, we will talk about the jobs our families and community helpers do in our communities.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify and compare jobs at home and at school. • Discuss the jobs of family members. • Describe community helpers and identify where important community helpers work.	• Community helper

MATERIALS

Student Book	Pencils	Markers	Chart Paper	Lightweight ball	Parachute (or lightweight fabric like sheet, blanket, tarp)
					



Discover (90 mins)

Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY:
Yesterday, we discovered that we are a part of a community.
People in communities have rights and responsibilities.
People in communities also work together and help each other.

TEACHER DO: Make a T-chart, one side is labeled "Helping at Home" and the other side is labeled "Helping at School."

TEACHER SAY:
We help our families at home.
How do you help your families at home?

TEACHER DO: Use **Calling Sticks** to choose several students to answer the question before continuing. Add responses to the chart on the "Helping at Home" side.

STUDENTS DO: Respond and participate in the discussion.

TEACHER SAY:
We also help each other at school.
We used puppets to show how we can help each other obey the rules.
How else do you help at school?

TEACHER DO: Use **Calling Sticks** to choose several students to answer the question before continuing. Add responses to the chart on the "Helping at School" side.

STUDENTS DO: Respond and participate in the discussion.

2. Students should begin to understand that many of the ways they help in one community are the same as in another. Have students begin to classify actions by using a colored marker to circle the actions that are the same in both columns.

TEACHER SAY:
Some of the ways that we help at home are the same as how we help at school.
Which ways are the same in both columns of our chart?

TEACHER DO: Use **Calling Sticks**, or call on students with raised hands to choose several students to answer the question before continuing. Circle the similarities using the same color for easy identification.

STUDENTS DO: Respond and participate in the discussion.

3. Students will participate in a parachute game to practice working together to make a job easier and more fun. While this activity is a good way for students to practice cooperation, it may be difficult to manage if you have a large class and/or limited space. Feel free to modify or skip to step 6.

Note to Teacher: If a parachute is not available, a sheet, lightweight blanket, or plastic tarp are possible substitutions. If classroom space is limited, you may wish to take this activity outside or to a large common area.

TEACHER SAY:
We take care of our home.
We take care of our classroom.
It is everyone's responsibility to help take care of our classroom.
What would happen if only some students helped in the classroom?
Let's play a game to see what might happen if we do not work together.
We are going to use a parachute and a ball.
We will use the parachute to make the ball move up and down.
We will have to work together to move the ball up and down safely.

TEACHER DO: Have one student hold one side of the parachute.

TEACHER SAY:
What will happen when I put the ball on the parachute?
Share your guess with a Shoulder Partner.

STUDENTS DO: Respond and participate in the activity.

TEACHER DO: Allow students to share predictions with a **Shoulder Partner**. Demonstrate to see which predictions were correct.

TEACHER SAY:
Was your guess correct?
Show me thumbs up if your guess was correct.
Show me thumbs down if your guess was not correct.

STUDENTS DO: Thumbs up or thumbs down.

4. Add one student at a time to hold a part of the parachute or sheet. After each additional student, have them try to move the ball up and down. You will continue the process and script until all students are holding a portion of the parachute.

TEACHER SAY:
We are going to add a student to help.
Now there are two students working together.
Let's see what happens this time.

TEACHER DO: Allow time for students to attempt to move ball. Add another student.

TEACHER SAY:
We are going to add another student to help.
Now there are three students working together.
Let's see what happens.

TEACHER DO: Repeat until all students are participating.

TEACHER SAY: That was fun! Now let's return to our seats. Can (choose a student) please bring the parachute and ball to me? Thank you.

5. Engage students in a discussion about their observations while playing the parachute game. If necessary, guide students to to recognize that when they worked together, they were able to play the game. It was easier and more fun when they all helped make the ball move up and down.

TEACHER SAY: What were some things that you noticed while we were playing the parachute game?

TEACHER DO: Use **Calling Sticks** to choose 3-4 students to answer the question before continuing.

STUDENTS DO: Respond and listen to peers respectfully.

TEACHER SAY:
We noticed that it was much easier to get our job done when everyone worked together. It was more fun, too!
The same thing happens when we all work together to take care of our classroom. It gets done a lot faster, and we have more fun!
Following our classroom rules and keeping our classroom clean is our job.

6. Transition from the game to a discussion about members of our families who help each other. Remind the students that the class has talked about how we help at home in previous lessons.

TEACHER SAY:
We have already talked about how different members of our families help at home, but let's think about how we work together at home. Turn to your Shoulder Partner, and tell them about something a few people in your family do together to help at home.

STUDENTS DO: Share tasks their families do together at home.

TEACHER SAY: Now, pick one of the jobs you talked about to act out. The rest of the class will see if we can guess what it is. I will choose a few partners using the Calling Sticks.

TEACHER DO: Use **Calling Sticks** to call 4-5 partners to the front of the classroom. Have students act out a group chore or job at home, then ask the rest of the class to guess what they are acting out.

STUDENTS DO: Respond and participate in the activity.

7. Students have experienced how they help and how their families help. Now, they will work together to compile a list of community helpers. If they have trouble, ask questions to prompt their idea generation like, "Who helps us when we are sick?", "Who helps us if there is a fire?", and "Who helps us learn?"

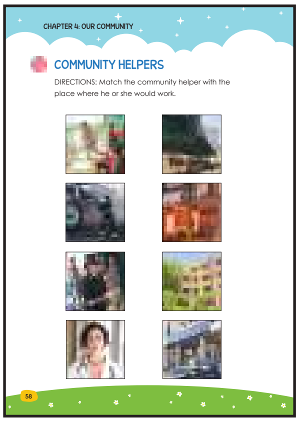
TEACHER SAY:
We have talked about how you help at school and at home.
We have talked about how your families help.
Now let's talk about other people who help us and those around us every day.
These people are called community helpers.
Can you think of someone who helps people in our neighborhood?
We'll write these helpers in a list on the board.

TEACHER DO: Accept 4-5 answers, and write a list on the board. Suggest the following if students do not: teachers, firefighters, police officers, doctors, nurses.

STUDENTS DO: Respond and participate in the activity.

TEACHER SAY:
**Teachers, Firefighters, Police Officers, and Doctors help people every day, even if they do not know the people they are helping.
They help our community learn, stay healthy, and stay safe.
There are places in our community where we can go to find helpers.
These are the places where the community helpers do their jobs.
Where do you think a (choose a job from the list on the board) does their job?**

STUDENTS DO: **Raise hands to answer. Respond if called upon.**



8. TEACHER SAY: **Let's find out more about where people in the community work. Turn to page 58 in your student book. It says Community Helpers on top.**

STUDENTS DO: Turn to page 58 in student book.

READ ALOUD: Match the community helper with the place where he or she works.

TEACHER SAY: **Work with your Shoulder Partner to find the matches. Be sure that you both draw matching lines in your own student book.**

STUDENTS DO: **Complete matching activity.**

TEACHER DO: Circlulate around the classroom providing guidance as needed.

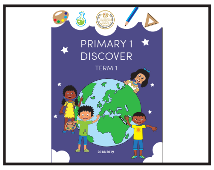
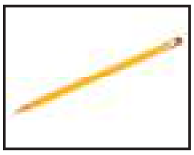
9. Closing: Review with the students the progression from self to family to community. Preview what they will be learning about in the Learn section of the chapter. You may want to create a chart in the classroom that illustrates this progression: self→family→class→community

TEACHER SAY:
**We started our theme "Who Am I?" learning and sharing about ourselves.
Then we organized and shared information about our families.
We collected and organized data and information about our class.
Now we are learning about what is important in our community and community helpers.
What did we learn about community helpers? [take several responses]
Today, we started a list about important helper jobs in the community and where the community helpers work.
Tomorrow we are going to add more jobs.**

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify industrial jobs that are most common in the area. • Connect workers with tools that are appropriate to the job/profession.	• Construction worker • Artist • Farmer

MATERIALS

Student Book	Pencils	Chart Paper or Blackboard/ Whiteboard	Chalk or Marker
			

Learn (90 mins)

Directions

1. Introduction: Redirect students' attention to the list of community helpers created during previous lessons. Today, the class will add jobs to that list to begin learning about industrial vocations.

Note to Teacher: If there is an industrial job that is more common in your region than the three listed, feel free to substitute in all of the discussion and learning directions below.

TEACHER SAY:
Yesterday, we made a list of important community helpers.
It says teachers, firefighters, police officers, doctors [read the rest of the list].
Today, we are going to add three more jobs to the list.
Construction worker, electrician, steel worker [or name a more common option in your region].
Let's say the names of these jobs together.
Construction worker.
Electrician.
Steel worker.
I will write them on the list.

TEACHER DO: Write jobs on list.

STUDENTS DO: Repeat the names of the new workers.

2. Students need to know what these three workers do and where they work. Ask students to share prior knowledge for each job, filling in missing information for each.

TEACHER SAY:
These people also work in our communities.
Raise your hand if you have ever seen a construction worker? Where did you see them?

TEACHER DO: Call on a few students if hands are raised. If no students offer answers, give additional details – reference a local construction project students may have seen on the way to/from school, etc.

TEACHER SAY:
Who can tell me what a construction worker does?
Where do you think a construction worker works?

TEACHER DO: Take 3-4 answers. Encourage students to use complete sentences in their responses. "A construction worker builds houses/repairs buildings/etc."

STUDENTS DO: Respond and listen to peers.

TEACHER SAY:
A construction worker helps build homes, buildings, and roads and fixes those structures that are broken or need repair.
He or she works on building sites or on roads and highways.
Now let's learn about electricians. Who can tell me what an electrician does?
Where does an electrician work?

TEACHER DO: Take 3-4 answers. Encourage students to use complete sentences in their responses.

STUDENTS DO: Respond and listen to peers.

TEACHER SAY:
Electricians help bring power and lights to buildings, schools, and homes.
They also help us have lights on our roads and in our parks.
They work in power plants, or wherever power needs to go or be fixed. This could be in buildings, in parks, or along our roads.
Who knows what a steel worker does?
Where does a steel worker work?

TEACHER DO: Take 3-4 answers. Encourage students to use complete sentences in their responses.

STUDENTS DO: Respond and listen to peers.

TEACHER SAY:
A steel worker makes and installs giant steel beams for buildings and roads.
A steel worker either works in a mill where the steel is made, or on contruction sites and roads with the construction workers.



3. Students also need to know what tools different workers use. They will complete the matching activity on page 59 of the student book to learn the information. You may want to review the different workers depicted on page 60. Farmer, construction worker, teacher, firefighter, artist/sculptor.

TEACHER SAY:
Now you know what these workers do and where they work, but do you know what tools they use to do their jobs?
Turn to page 59 in your student book.
You are going to work with your Shoulder Partner to complete the activity.

STUDENTS DO: Turn to page 59.

READ ALOUD: Match the worker with the tool used to do the job.

STUDENTS DO: Work with shoulder partners to match worker to tool.

TEACHER SAY:
Share your work with another pair of shoulder partners next to you. Did you agree on all your matches?

STUDENTS DO: Make corrections if necessary.

Students will now apply this knowledge to the community helpers they learned about during previously.

READ ALOUD: In the box next to the doctor, draw an important tool that he or she uses every day.

TEACHER SAY:
There is one job from yesterday that wasn't included in the matching you just did. The doctor – what kinds of tools do doctors use? Let's brainstorm some ideas!

STUDENTS DO: **Brainstorm tools a doctor might use. Draw tools in blank box.**

TEACHER SAY:
Turn to your Shoulder Partner and show them the tools that you drew.
Did you both think of the same tools?
There were lots of choices because doctors use a variety of tools.
We can all choose different items to draw.
Give your Shoulder Partner one compliment about their drawings.

STUDENTS DO: Share with **Shoulder Partner**, give compliments.

4. Closing: Tomorrow, students will continue their learning of industrial vocations by categorizing jobs as "industrial" or "not industrial."

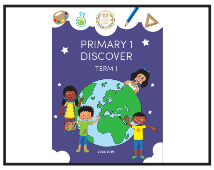
TEACHER SAY: **Thank you for working together to identify tools that different workers use. As you go home from school today, look for people in your community using tools to do work.**

Lesson 5 Overview

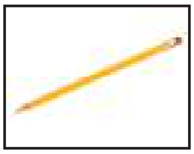
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Categorize list of important jobs as "industrial" or "not industrial." • Discuss important elements to a community (i.e., people, food, water, shelter, respect, etc.)	• Industrial

MATERIALS

Student Book



Pencils



Crayons (red, green, blue, and brown)

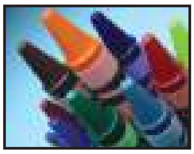


Chart Paper or Blackboard/ Whiteboard



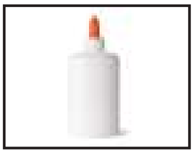
Chalk or Markers



Scissors



Glue or Tape



Learn (90 mins)

Directions

1. Introduction: Redirect students' attention to the list of important jobs on the board. Make sure that "farmer" and "factory worker" appear on the list.

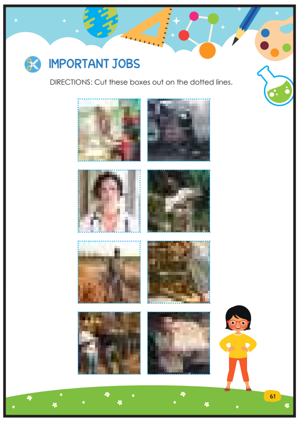
TEACHER SAY:
We have a great list of important jobs in our community.
They are all important for different reasons.
Some are builders and some are helpers.
Can you think of any other jobs that are important to our community?
I will add them to our list.

TEACHER DO: Take 3-4 student suggestions and add them to the list. If students do not include farmer or factory worker, encourage this and discuss.

2. Before students can categorize, they need to learn the difference between industrial and not industrial vocations.

TEACHER SAY:
I told you that each job on our list is either a builder or a helper.
That means that their job is either INDUSTRIAL or NOT INDUSTRIAL.

INDUSTRIAL workers are builders. They produce goods, make new things, or fix things that are broken.These jobs help the community by producing goods. They are not the same as jobs that help people directly, like doctors.
Remember, helpers help people learn, stay safe, or stay healthy. Helpers are NOT INDUSTRIAL.
Turn to your Shoulder Partner and discuss which jobs on our list you think are industrial and which jobs you think are not industrial.



STUDENTS DO: Discuss with shoulder partners.

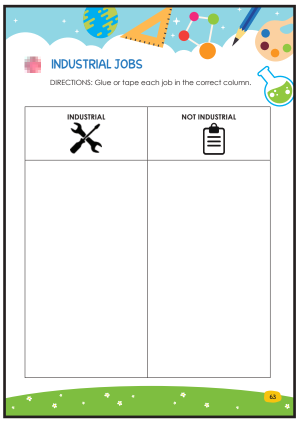
3. Students will categorize jobs as "industrial" or "not industrial" by cutting out the images on page 61 of the student book and gluing/taping them into the correct column on page 63.

TEACHER DO: Distribute scissors and glue/tape to each student or group of students.

TEACHER SAY:
Please turn to page 61 in your student book. It says Important Jobs on the top.

READ ALOUD: Cut these boxes out on the dotted lines.

STUDENTS DO: Cut boxes out on dotted lines.



TEACHER SAY:
Each job you just cut out is either INDUSTRIAL which means a builder or NOT INDUSTRIAL which means a helper.
Work with your Shoulder Partner to decide if each job is a builder or a helper and put them in the correct column on page 63 of your student book.
The industrial, or builder, column has tools on the top.
The not industrial, or helper, column has a clipboard on top.

STUDENTS DO: Arrange the pieces of paper in the correct columns on page 63 of the student book.

TEACHER DO: Walk around the classroom to provide assistance and correction as needed.

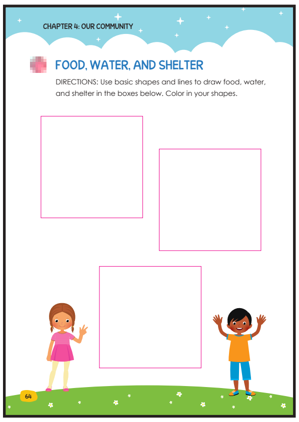
READ ALOUD: Glue or tape each job in the correct column.

STUDENTS DO: Glue/tape each job in correct column.

4. Students will discuss what elements are important to a society (i.e., people, food, water, shelter, respect, etc.) to better understand why the jobs you've been discussing have value in a community.

Note to teacher: If students have trouble coming up with ideas, steer them towards the ideas listed above.

TEACHER SAY:
So far, we've been talking about two parts of community: people and respect.
The people that make up a community are you, your family, community helpers, and workers.
A community needs respect and people who will work together and do their jobs in order to be happy, healthy, and safe.
But, what else is important for the people in a community to be happy, healthy, and safe?



TEACHER DO: Take ideas and create a list, making sure that the ideas above are on the list.

5. On page 64 of their student book, students will use basic geometric shapes to depict food, water, and shelter. They will color the food (apple) red with green stem. They will color the water drop blue, and they will color shelter (house) brown. You will model drawing each item on the board to help students who might have trouble working with the shapes.

TEACHER DO: Distribute four crayons to each student or group of students (red, green, blue, and brown). Refer students' attention to your list of elements while you explain the following.

TEACHER SAY:
We need all of these things to have a community.



Three very important things we need are food, water, and shelter. Food keeps us healthy. Water helps our food grow, keeps us healthy, and keeps us safe. Shelter, or our house, keeps us safe and protected.
Turn to page 64 in your student book.

STUDENTS DO: Turn to page 64.

READ ALOUD: Use basic shapes to draw food, water, and shelter in the boxes below.

TEACHER SAY:
First we will draw food.
We are going to use a circle and a rectangle to draw an apple.
Watch me draw on the board.
I draw a large circle to be the apple with a small rectangle coming out of the top to be the stem.
Now you try in the top box.

STUDENTS DO: Draw apple in top box.

TEACHER SAY:
Now we will draw water.
We will use a circle and a triangle.
Watch me draw on the board.
I will draw a circle first with a triangle sitting on top.
When we color this in, it will look like a water drop.
Now you try in the middle box.

STUDENTS DO: Draw water in middle box.

TEACHER SAY:
Last, we will draw shelter.
We are going to use a square and a triangle to draw a house.
Watch me draw on the board.
First I draw a large square, and then I draw a triangle sitting on top.
Now you try in the bottom box.

STUDENTS DO: Draw house in bottom box.

READ ALOUD: Color in your shapes.

TEACHER SAY:
Use your four crayons to color in your drawings of food, water, and shelter.
Color the apple circle red with a green rectangle.
Color the water shape blue.
And color the house shape brown.

STUDENTS DO: Color shapes with crayons.

TEACHER SAY:
Great job using shapes to draw!

6. Closing: Students have now finished learning about the important jobs and elements in a community. In the share portion of the chapter, students will present their knowledge to their peers.

TEACHER SAY:
I am so proud of all of your hard work learning about community and important jobs. Tomorrow, you will start working on a way that you can share all you know with your peers!

Lesson 6 Overview

LEARNING OUTCOMES

Students will:
- Identify the tools of a steelworker.
- Identify tasks a steelworker would do at his/her job.
- Create and perform a mock television broadcast about steelworkers.

KEY VOCABULARY

- Steelworker
- Background
- Metal beam
- Broadcast
- Audience
- Content
- Dialogue

MATERIALS

Tape



Large Chart Paper



Markers



Share (90 mins)

Directions

1. Introduction: This is a time to use what the students have learned and put it into action.

TEACHER SAY:
We have spent a few days learning about industrial and non-industrial jobs.
What is one industrial job you remember?

TEACHER DO: Use **Calling Sticks** to choose 2-3 students to answer the question before continuing.

TEACHER SAY:
What is one non-industrial job that you remember?

TEACHER DO: Use **Calling Sticks** to choose 2-3 students to answer the question before continuing.

2. Students will be presenting their knowledge of industrial jobs to their peers in broadcast form. Introduce the project.

TEACHER SAY:
We will now be doing something very fun.
We will be pretending to make a broadcast on television about industrial jobs!
Has anyone ever seen a television broadcast before? What was it about?
Turn to your Shoulder Partner, and share.

STUDENTS DO: Share with **Shoulder Partner**.

TEACHER SAY:
Because you were watching the television broadcast you were the audience.
Can everyone repeat the word audience.
Audience.

STUDENTS DO: Repeat the word audience.

TEACHER SAY:
Today we will create our broadcasts and hear some of them. Your broadcasts will be about one of the industrial jobs you have learned about. You will work with your Shoulder Partner to tell the audience about the job you chose. One of you will be a worker in the job, and one will be an interviewer. Who can guess what an interviewer does?

TEACHER DO: Take 3-4 answers.

TEACHER SAY:
An interviewer asks questions for the other person to answer. The questions asked are chosen to give the audience specific information.
There are three important parts to your broadcast: the BACKGROUND, the CONTENT, and the DIALOGUE. Dialogue means what you and your partner say, or your conversation.

Note to teacher: It may be helpful to use a chart paper or the board to highlight some of the information above. You may choose to write the different parts of a broadcast for your students and go over this in more detail.

3. Students will need to remember what the industrial workers does, where they work, and what tools they use before beginning their broadcast.

TEACHER SAY: Let's plan the BACKGROUND first. If you chose the job of steelworker, what things would be around you while you are working or talking to a steelworker? These things should be in the background of your broadcast. Talk to your Shoulder Partner about what you would see in the background of the job you chose.

TEACHER DO: Give the students a few minutes to discuss. Use **Calling Sticks** to pick 3 students.

TEACHER SAY:
________ what do you think would be in the background of a steelworker's broadcast?
_________ what do you think would be in the background of an electrician's broadcast?
_________ what do you think would be in the background of a construction worker's broadcast?

TEACHER DO: Divide the board space into three large sections and draw rough sketches of the backgrounds that students suggest for each job. Draw these in a place where students can stand in front of them if at all possible. They do not need to be perfect.

6. TEACHER SAY:
On your broadcast, the interviewer will ask the worker to tell the audience what the job you chose does. This is the CONTENT of the broadcast.
Who knows what a steelworker does? Please raise your hand.

TEACHER DO: Pick about 3-4 students to say what a steelworker does. List these things on the blackboard/whiteboard or a piece of paper, but away from where the background is located. Correct misconceptions as they occur. After students have shared what they think a steelworker does, add anything important that they might have missed.

4. TEACHER SAY:
What else do you want your audience to know? What other CONTENT will you share?
Work with your partner to think of two questions the interviewer can ask so that the worker can share information with the audience.

STUDENTS DO: Think of one question for the interviewer to ask the worker. Also think about the answer the worker will give.

TEACHER SAY: Now, finally, decide how you will introduce yourselves and who will speak first. You will need to plan the DIALOGUE.

STUDENTS DO: Decide how to introduce themselves and who will speak first.

TEACHER SAY:
I will model a short broadcast for you. I need a partner to help. [Choose one student to join you.]
"Hello, my name is ________. I am here today with a local steel worker, [student says their name]. [Student's name], can you tell me why you have to wear a hard hat at work?" [Pass an imaginary microphone to the student and allow them to answer the question.]
Now, let's practice our broadcasts, then I will use **Calling Sticks** to decide who gets to perform today.

TEACHER DO: Provide students with 5 minutes to practice their broadcasts.

TEACHER DO: Use **Calling Sticks** to choose 10 partners to share their broadcasts. Call the partners to the front of the class. If you have electronic recording capabilities, you may want to record the broadcast for the class to see later.

STUDENTS DO: Participate in the activity and listen respectfully to peers.

5. TEACHER SAY:
Please form a line.
I will introduce you, then step in front of the background for your job and begin your broadcast.
Don't forget to say hello to your audience and introduce yourselves.
Remember, if you are not performing, you are the audience.
The audience needs to be respectful listeners, so please stay very quiet.
Let's begin.

TEACHER DO: Face the class and hold an object to represent a microphone just below your mouth.

TEACHER SAY:
"Hello, and welcome to our television broadcast.
Today we will be interviewing some industrial workers to learn about their jobs.
We will first be hearing from _______ and _______.
You're live!"

TEACHER DO: Before each new partner, introduce the students' names and pass off the stage to them with the words "you're live!"
When the final partners have performed, have the entire class clap for today's performers.

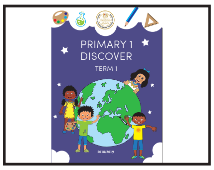
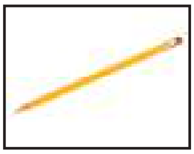
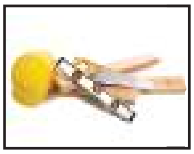
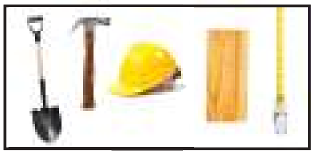
8. Closing: Recap the day's lesson, and preview tomorrow's activity.

TEACHER SAY:
Today we created a wonderful television broadcast about industrial jobs.
Think of one thing you learned about an industrial worker.
Tomorrow we will hear from partners who didn't get to share today.

Lesson 7 Overview

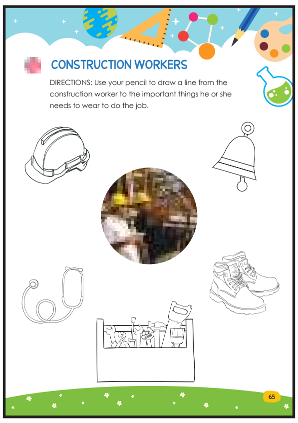
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify appropriate dress for a construction worker. • Compare and contrast the importance of dressing appropriately for school and work with the dress requirements for different community workers. • Use items brought from home and found in classroom to create backdrop/props. • Create and perform a mock television broadcast about construction workers.	• Construction worker • Hard hat • Hammer • Measuring tool • Shovel • Broadcast

MATERIALS

Student Book	Pencils	Chart Paper or Blackboard/ Whiteboard	Chalk or Marker	Construction Worker Materials	Shovel, a hammer, a hardhat, a piece of wood, and a measuring tool (or digital images of all of these)
					

Share (90 mins)

Directions



1. Introduction: Review what students accomplished during the previous lesson. Students will be doing a similar activity today.

TEACHER SAY:
Yesterday, we created and began listening to broadcasts about industrial workers. Today, we are going to continue hearing from our classmates.
Before we get started, let's review what we learned from the broadcasts we heard yesterday. I will call on a few students using Calling Sticks to share something you learned.

STUDENTS DO: Review facts learned about industrial workers the previous day.

2. TEACHER SAY: For the partners who haven't presented yet, begin to think about how you can revise your broadcast. If the question you were planning to ask was covered yesterday, think of a new question that you could ask and how the worker could answer it. This next activity might help.

TEACHER DO: Pass out student books, pencils, and crayons.

3. TEACHER SAY: Let's think about how industrial workers might dress for the job. Turn to page 65 of your student book called Construction Workers. Follow along as I read the directions:

READ ALOUD: Use your pencil to draw a line from the construction worker to the important things he or she needs to wear to do the job..

STUDENTS DO: Complete task in student book.

TEACHER SAY:
You should have drawn a line to the hard hat, the toolbelt, and the boots.
If you did not draw a line to those things, please correct your work.

STUDENTS DO: Make corrections if necessary.

TEACHER SAY:
It is very important for construction workers to dress appropriately.
They must wear hard hats to protect their head and keep themselves safe.
They must wear toolbelts to be prepared to work and always have their tools nearby. They must wear worker boots to protect their feet and to allow them to walk on different types of ground.
If construction workers do not dress appropriately, they can not do their job correctly or safely.
4. Students need to understand that it is also important for students to dress appropriately. They should understand that coming to school to learn is their "job."

TEACHER SAY:
Just like it is important for a construction worker to dress appropriately, it is also important for your to dress appropriately to do your job.
What is your job when you come to school?

TEACHER DO: Take 3-4 suggestions from students.

TEACHER SAY: It is your job to come to school and learn and to help your classmates learn.
It is also your job to work together to keep our classroom clean.
It is important that you come to school dressed neatly and appropriately, so you can learn, so you do not distract others, and so you show respect for your classroom.

5. Connect the conversations about student dress/actions to the work students did previously regarding different jobs and the appropriate dress/actions.

TEACHER SAY:
Yesterday, we created and heard a number of broadcasts about industrial jobs.
Today, we will hear the rest. Before we get started, the partners who have not yet presented need some time to plan. Spend 5 minutes talking to your partner about what new question you are going to ask. Do you want to know about the workers' clothes? Or tools?
If you presented yesterday, nice job! Take a few minutes to color the construction workers' dress and tools on page 65 of your student book or review the jobs we sorted on page 63.

TEACHER DO: Call the students who have not yet performed to the front of the class. If you have electronic recording capabilities, you may want to record the broadcast for the class to see later.

6. TEACHER SAY:
Please form a line.
Remember, students not performing are the audience.
The audience needs to be quiet, respectful listeners.
Let's begin the broadcast.
"Hello, and welcome to our television broadcast.
Today we will be telling you more about industrial workers.
Our first guests are _________ and _________."

TEACHER DO: Allow each partner to present their broadcast, reminding each new pair to introduce themselves and what job they chose. When students are all done, have the entire class clap for the performers.

7. Conclusion: This is the end of the chapter. This chapter was entitled – Our Community. Review with students all they have learned.

TEACHER SAY:
Today we heard more wonderful television broadcasts about industrial jobs.
Congratulations, class!
This chapter was called "Our Community."
What did we learn about our community?

STUDENTS DO: Respond and participate in the closing discussion.

TEACHER DO: Encourage student responses. Remind students that in this chapter students:
- Reviewed rights and responsibilities
- Learned about community and family helpers
- Connected workers with places they work and with tools they use
- Analyzed jobs as either INDUSTRIAL or NON INDUSTRIAL
- Identified additional needs of a community: food, water and shelter
- Prepared broadcasts about a specific community worker

Note to teacher: It may be useful to chart out the above list and review with students. As you finish the theme "Who Am I" it is important to reflect on all that you have learned as a class.

TEACHER SAY:
We have finished our chapter about community, and we have also finished our theme, "Who Am I?"
We had 4 chapters in this theme:
- **All About Me**
- **Family Tree**
- **Who Are We?**
- **Our Community**

I am so proud of your hard work sharing about yourselves, learning about your family, and presenting about your community.
To close, turn to your Shoulder Partner, shake their hand, and thank them for helping you learn.

STUDENTS DO: Thank shoulder partners. Offer any additional reflections or thoughts.

PRIMARY 1

Multidisciplinary

THE WORLD AROUND ME

Chapter 1: Our Environment

Theme Overview

Our Enviornment

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will begin discovering the world around them by observing their surroundings. Students will identify objects in their surroundings and classify them as living or non-living things. Students will categorize objects and compare amounts within the categories.	3
Learn	Students will learn about the two main environments in Egypt and the sources of water for each. They will learn about the importance of water to the human body and how human interactions with the environment can be protective or harmful.	2
Share	Students will display the environment around them in a map poster with drawings and sentences. With a partner, they will present their map project to the class and end by analyzing similarities and differences between projects.	3

Our Enviornment

DIMENSION	DESCRIPTION
Learn to Know	**Critical Thinking:** • Differentiate between similarities and differences. • Identify the relationship among different items. • Observation. • Ask questions. **Creativity:** • Flexibility in generating a diversity of ideas that are not typically expected, and be able to readjust when the situation changes. • Originality in generating new and unique ideas. • Fluency. **Problem Solving:** • Identify the problem. • Collect data. • Suggest solutions to problem.
Learn to Do	**Collaboration:** • Abide by common rules of the team. • Respect for others opinion. • Exchange information. **Productivity:** • Set clear goals. **Decision Making:** • Select the appropriate alternative **Negotiatie:** • Effective listening • Good inquiry
Learn to Live Together	**Respect for diversity:** • Respect the opinions of others. **Empathy:** • Help others. **Sharing:** • Trust others.
Learn to Be	**Self-management:** • Set clear goals. **Communication:** • Good listening. • Self-expression. • Verbal and non-verbal communication. **Resiliance:** • Adapt and make adjustments to meet challenges.

Connection to Issues



Citizenship: We belong. We are part of a human family and we are part of a large community, too. We all have needs and we all have responsibilities.

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:
- Read common, high frequency words by sight.
- Decode regularly spelled one-syllable words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Follow written instrucitons.
- Ask and answer questions about key information in a text.
- Identify the general idea and retell key information in a text.
- Use the visual representationan information in a text to describe its key ideas.
- Participate in collaborative conversations.
- Ask and answer questions about key details in text read aloud.
- Sort words into categories to demonstrate understand-ing of a concept.

WRITING:
- Write letters.
- Write two or three word sentences.
- Write high frequency words.
- Arrange words to form sentences.
- Add drawings to convey meaning.

SPEAKING AND LISTENING:
- Mimic sounds.
- Pronounce sounds.
- Pronounce short and long vowel sounds.
- Combine syllables to form words.
- Follow agreed upon rules for discussion.
- Produce complete sentences when appropriate to task and situation.

MATH:
- Count by ones to 100.
- Read and write numerals from 0 to 100.
- Understand the relationship between numbers and quantities up to 100.
- Write numbers and represent quantities with a number up to 100.
- Relate counting to addition and subtraction.
- Add and subtract within 20.
- Ask and answer questions about the total number of objects, how many in each category, and how many more or less are in one category than in another.

SCIENCES:
- Raise questions about the world around them.
- Investigate objects and materials in the environment.
- Seek answers to questions by making careful observations.
- Classify living and non-living things.
- Recognize that all living things have offspring.
- Observe, describe, and compare the life cycles of plants and animals.
- Identify the characteristics of living organisms.
- Observe and explain how the external features of plants and animals help them survive in different environments.
- Observe the properties of water using the 5 senses.
- Describe that materials differ in color, taste, odor, and touch using 5 senses.
- Compare the observable properties of a variety of objects and the materials they are made of.

SOCIAL STUDIES:
- Identify the main four directions, east, west, north south.
- Use the directions to point to the locations of things.
- Draw a map of the school or the route to/from home.
- Describe how a map helps people locate places.
- Describe places in the environment using geographic characteristics.

MUSIC:
- Sing songs that include new vocabulary words.
- Participate in group singing.
- Respect the performance of others in singing.

ART:

- Use simple geometric shapes to create images of things found in the surrounding environment.

VOCATIONAL FIELDS:

- Create a photo album showing the importance of preserving the environment and reasonable use of resources.

INFORMATION COMMUNICATION & TECHNOLOGY

- Identifies the necessary digital information.
- Asks questions about the digital information needed for legitimacy.
- Uses digital sources to search for information.
- Adheres to the rules and ethics of the use of different technologies.
- Uses a variety of technological tools to produce written and artistic works.

CH 1 Pacing Guide

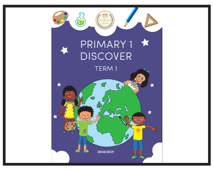
LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Classify living and non-living things. • Discover four attriubtes of living things. • Recognize that all living things have offspring. • Observe, describe, and compare the life cycles of humans and plants. • Learn a song to help remember the attributes of living things.
2	**DISCOVER: Students will:** • Classify living/non-living things. • Classify objects using other common characteristics. • Create an original classification group.
3	**DISCOVER: Students will:** • Discover differences between plants and animals. • Classify living things into plants and animals. • Identify, categorize, count, and compare numbers of objects. • Use categorized objects to perform, write addition problems with numbers through 20.
4	**LEARN: Students will:** • Master definition and writing of academic vocabulary: environment. • Read and answer questions about informational texts on different environments. • Understand how the features of animals help them survive in different environements.
5	**LEARN: Students will:** • Discuss the importance of water. • Make observations about water using their five senses. • Compare properties of clay using their five senses. • Learn about the sources of water in Egypt. • Discuss the interactions between humans and plants/animals/things. • Express understanding of environmental responsibility.
6	**SHARE: Students will:** • Learn about cardinal directions and apply to map reading. • Draw items found in the school environment in the student book. • Create a rough draft of a map of their school environment.
7	**SHARE: Students will:** • Write high frequency words to label pictures. • Write sentences describing places in their environment using geographic characteristics. • Create final map poster project.
8	**SHARE: Students will:** • Share poster with the class. • Respectfully make comments on others' posters. • Compare the similarities and differences.

Lesson 1 Overview

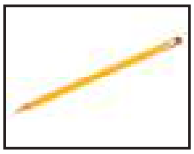
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MATERIALS

Student book



Pencils



Markers



Chart Paper



"Living Things" Song



Discover (90 mins)

Directions

1. Introduction: This is a time to introduce the new theme and excite your students about the chapter.

TEACHER SAY:
We are starting a new theme called "The World Around Me."
What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing. Write the word "environment" on the board.

STUDENTS DO: Predict what might be part of the new theme.

TEACHER SAY:
Those were all good ideas.
In this theme, we will be learning about our own surroundings – what we see and encounter all around us. We will also be learning about places that are different from ours. We will learn about different environments – or places where people, plants and animals live. Can we all say that word and definition together? "Environment – environment is a place where people, plants and animals live."

STUDENTS DO: Repeat the word and definition.

TEACHER SAY:
At the end of this chapter, we will be creating a poster all about our environment. A poster is a large picture that shows information.
Because we all spend each day together "living" at school, your environment poster will show information about the school grounds.

2. Note to teacher: You will reinforce the concept of sorting living and non-living things by reading a story about a boy at the park that sees many living and non-living things. Students will read along and circle the things you mention on page 69 of their student book.

TEACHER SAY:
To start learning about our environment, let's use our sense of sight. Remember that environment means a place where people, plants and animals live. Let's start with the environment we are in right now - our classroom! Think about the people, plants and maybe even animals that live in this environment. Please raise your hand and name for the class one thing you see.

STUDENTS DO: Raise hands and when called on, name objects they see in the classroom.

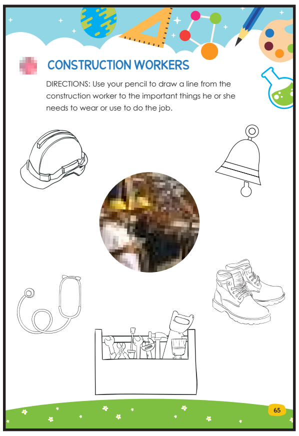
TEACHER DO: Call on 5-6 students with hands raised to identify objects they see in the immediate environment of the classroom. If there are any living plants or animals in the classroom that the students don't mention, be sure to point them out in addition to what the students observe.

TEACHER SAY:
Now look outside the window. What are some things you see in the environment outside our windows? Please raise your hands and I will call on you to answer.

Note to teacher: If there is not a window that students can easily see out of, have students close their eyes and remember or imagine what they would see as soon as they walk out of the school doors.

STUDENTS DO: Raise hands and when called on, name things they see outside the window.

TEACHER DO: Call on 5-6 students with hands raised to identify objects they see in the environment outside the classroom. Listen for objects that are living and non-living in students' answers.



3. TEACHER SAY:
We recently learned about living and non-living things. Some of the things you named outside were living and some were not. Before we start observing our own surroundings even more closely, let's review what we know about living and non-living things in an environment. Open your student book to page 69.

STUDENTS DO: Open to page 69 in student book.

TEACHER SAY:
I am going to read you the story at the bottom of the page. Look carefully at the picture as I read. Just like you just named things you saw in the world around you, the story is going to name things that a little boy named Karim sees.
Karim is outside at a playground. He sees many things.
As I read, point to the words.
Listen for the things that Karim sees. When you hear something that he sees, circle that object in the picture.

READ ALOUD: Use your pencil to circle the things that Karim sees.
Karim is at the playground.
He sees many things.
He sees a bird.

4. TEACHER DO: Depending on the ability of your class, you may wish to read each section described several times. Engage students with comprehension questions to ensure they are following along.

TEACHER SAY:
What does Karim see first? Everyone can say it together.

STUDENTS DO: Answer in unison, "a bird."

TEACHER SAY: Can you find the bird on the page and point to it?

STUDENTS DO: Point to the bird on the page.

TEACHER SAY: Great! Now take your pencil, and draw a circle around the bird.

STUDENTS DO: Circle the bird on the page.

TEACHER SAY: Let's see what Karim finds next.

READ ALOUD:
He sees a rock.

TEACHER DO: Pause and repeat the process of guiding students to point to, then circle the rock. Then continue reading to the end, noting that students should listen carefully and circle the last two items on their own.

5. TEACHER SAY: Let's go back to the story. I am going to read to the end. Listen carefully for the last two things that Karim sees, find them on the page, and circle them as I read.

READ ALOUD:
He sees a tree.
He sees a slide.
He slides down!

STUDENT DO: Circle the pictures mentioned in the story.

TEACHER DO: Allow students time to complete their student book page. Circulate around the classroom. providing guidance, as needed.

Note to Teacher: If time permits, read the story one or two more times. Encourage students to read along.

6. TEACHER DO: Set up chart paper in the front of the class, drawing a T-chart with no column labels. On one side of the chart, write bird and tree. On the other side, write rock and slide. Refrain from labeling the sides of the chart. Later on in the lesson, students will be asked to determine the differences.

TEACHER SAY:
We just read that Karim saw a bird, a tree, a rock, and a slide. I have written these items on my chart. What are some other things that you could see at the playground? Look at the picture. What do you see that Karim did not?

TEACHER DO: Use **Calling Sticks** to choose several students to answer the question before continuing. Add living things to the bird and tree side of the chart. Add non-living things to the rock and slide side of the chart, without commenting on why you are adding objects to one side or the other.

STUDENTS DO: Share what they see in the picture.

TEACHER SAY:
We have a good list of what we see! Let's read the chart together. Repeat after me to practice saying each word.

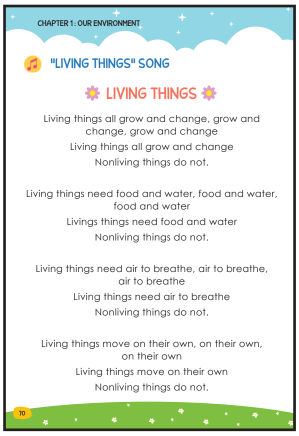
TEACHER DO: Point to each word while reading the chart.

STUDENTS DO: Read (or repeat) the words on the chart.

7. TEACHER SAY:
As you gave me answers, I wrote each object on one side of the chart. Look through the list again. What do you think is the difference between the two sides? Share your ideas with your Shoulder Partner.

STUDENTS DO: Share ideas with **Shoulder Partner**.

TEACHER SAY:
I am going to use Calling Sticks to call on a few students to share ideas with the class.



TEACHER DO: **Use Calling Sticks** to choose several students to answer the question. It is not necessary for students to correctly determine that some objects are living and some are non-living. It is important for students to think critically and create categories and describe relationships. Take all answers. Students will follow-up later in the lesson to see if there ideas were correct.

TEACHER SAY: **You have some great ideas! Let's learn a song to help us discover more about how the things we see in the park are different.**

8. Note to Teacher: You will be leading the students in singing the song "Living Things." Feel free to use any familiar tune to sing the lyrics, the tune of "Mary had a Little Lamb" can work well if students know it. The information presented in the song will help students categorize the differences between living and non-living things.

TEACHER SAY:
This song is called "Living Things."
The words to this song are printed on page 70 of your student book.
It says "Living Things Song" on top.
Turn to that page so you can follow the words in your student book as we learn.

STUDENTS DO: **Turn to page 70 in student book.**

Note to Teacher: If possible, display the lyrics to the song "Living Things" on the board and point to each word as you sing. Otherwise, hold up a student book and move your finger across each line as you sing.

TEACHER SAY:
I am going to point to each word while I sing. Listen to the words of the first verse.

TEACHER DO: **Point to each word while singing the song.**

STUDENTS DO: **Listen to the song and follow the words in the student book as the teacher sings.**

9. TEACHER DO: **Engage students in a discussion to check for comprehension.**

TEACHER SAY:
What do we learn about living things in this first verse? Raise your hand if you think you know.

STUDENTS DO: Raise hands to answer "living things grow and change."

TEACHER SAY:
What does it mean that living things "grow and change?" Can anyone think of an example of a living thing growing and changing? Think about what we learned in last theme about life cycles.

STUDENTS DO: Raise hands to answer. Ideas from the last theme might include a plant changing from a seed to a sprout to a flower, or humans growing from a baby to a child to a teenager to an adult. Students might also give examples of how pets or other living things from their experience grow and change.

TEACHER DO: Call on students with raised hands to answer.

Note to Teacher: If students do not think of the plant and human life cycles studied in the last theme, remind them of these cycles as examples of living things growing and changing.

10. TEACHER DO: You will repeat singing the first verse, and will start to provide concrete examples of what differentiates living from non-living.

TEACHER SAY:
Those are great examples. The song says "non-living things do not." Think about the table in front of you, or a book on a shelf. These things do not grow and change on their own like living things do. This is one way that we can tell the difference between living and non-living things. Remember in the last Theme we learned that living things have offspring. Non-living things do not. That is another way that we can tell the difference. Let's sing the first verse of the song again, together this time, then I will sing the next verse to learn another difference.

STUDENTS DO: Sing the first verse along with the teacher. Listen and point to the words in the student book as teacher sings the second verse.

TEACHER DO: Point to each word while singing the song.

TEACHER SAY:
What do we learn about living things in the second verse? Raise your hand if you think you know.

STUDENTS DO: Raise hands to answer "living things need food and water."

TEACHER SAY:
Can anyone think of an example of a living thing needing food and water?

STUDENTS DO: Raise hands to answer. Students might give the example of themselves, or caring for pets or plants.

TEACHER DO: Call on students to answer, then provide a few other examples not mentioned by students such as someone watering house plants or plants in a garden, or birds drinking out of a bird bath or puddle.

TEACHER SAY:
Those are more good examples! Think about the shoes on your feet and the clothes you are wearing. These are non-living things. Do we feed them?

STUDENTS DO: Answer "no!" in unison. (Allow a moment for giggling if students think this is funny).

TEACHER SAY:
That's right, non-living things don't need food. We use water when we wash our clothes, but our clothes don't NEED water to be clothes. We are learning so much about living things! Let's sing the first two verses together, then I will sing the last two verses while you follow the words.

STUDENTS DO: Sing the first two verses along with the teacher. Listen and point to the words in student book as teacher sings the last two verses.

TEACHER SAY:
What do we learn about living things in the last two verses? Raise your hand if you think you know.

STUDENTS DO: Raise hands to answer "living things need air to breathe and move on their own."

TEACHER SAY:
What are some examples of living things that breathe air and move on their own? Raise your hand so I can call on you to answer.

STUDENTS DO: Raise hands to give examples like animals and humans breathing and moving.

Note to teacher: It is not necessary here to explain all the nuance of the last two attributes, but if students ask about tricky examples like "how do fish breathe air" or "trees don't move on their own!," provide a simple explanation such as "there is actually some air in water, and fishes' bodies can breathe the air in the water," or "trees don't move like we do, but they move by growing roots underground to find water, and growing up toward the sun."

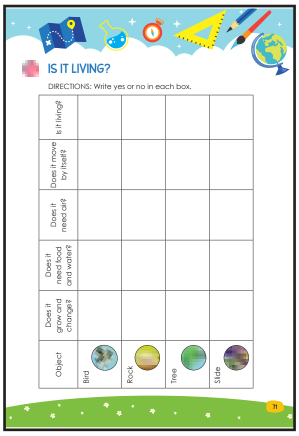
11. TEACHER DO: Sing the song a final time, and encourage student movement to help them remember the meanings behind living and non-living.

TEACHER SAY:
Now that we have learned the whole song, let's sing it one more time all the way through. But first, let's think about some movements that we could use to act out the song. What is a simple movement we could all do together when we sing "grow and change" in the first verse?

TEACHER DO: Use **Calling Sticks** to choose a student to suggest a movement. Then repeat for the repeated phrase of each verse.

Note to Teacher: If students suggest complicated or difficult movements, feel free to suggest simplifications before repeating them for the whole class. If students have difficulty suggesting movements, you can suggest: squatting down and rising up for "grow and change," miming eating and drinking for "food and water," taking a deep breath for "air to breath," and wiggling for "move on their own."

TEACHER SAY:
Let's stand up and sing the song together. While we sing, we will add our movements to act out the song.



TEACHER DO: Sing the song with the students and add movements to act out the song. Sing several times, if time allows.

STUDENTS DO: Sing the song with movements.

12. Students will use the chart on page 71 of their student books to determine if each item from the playground scene is living or non-living. If they can answer "yes" to every question, then the item is living and they should answer "yes" in the last box.

Note to Teacher: If students cannot read the questions independently, you can display a large version of the chart and complete as a class. Students who struggle with writing the word "yes" and "no" could use a check mark for yes and an x for no.

TEACHER SAY:
The song gave us information about living things.
Living things grow and change, need food and water, need air to breath, and move on their own.
Let's see if any of the things from the story we read are living things.
Open your student book to page 71.
You are going to complete a chart to decide if something is living or non-living. The first four columns ask about what we learned in the song. The last column asks you to decide: Is the object living or not? If you chose "Yes" for all of the first four columns, the answer is "Yes!" it is living. Point to each column as I read what it says.

TEACHER DO: Hold up the student book on page 71. If possible, display a large version of the chart for all to see. Point to each column as you read the headings. If not possible to display the entire chart, write out the chart for the bird row somewhere visible. Write "yes" and "no" somewhere visible so that students can copy the words.

READ ALOUD: Write yes or no in each box.
Does it grow and change?
Does it need food and water?
Does it need air?
Does it move by itself?
Is it living?

TEACHER SAY:
Let's do one together.
The first object is a bird.
I will read each question out loud.
Show me thumbs up if the answer is yes.
Show me thumbs down if the answer is no.
Does a bird grow and change?
Does a bird need food and water?
How do you know?

TEACHER DO: After each question, allow time for students to give thumbs up or thumbs down. Then, call on 1-2 students to justify their answer of how they know birds need food and water.

STUDENTS DO: Students called on provide evidence for their thumbs up or thumbs down. If a student is incorrect, ask questions such as "what about…" or "what do you think would happen if…" to lead the class to the correct answer.

TEACHER SAY:
Let's complete the last two columns for a bird.
Does a bird need air?
Does a bird move by itself?
How do we describe how a bird moves on the ground? In the air?

TEACHER DO: Call on 1-2 students to describe how birds move.

STUDENTS DO: Students called on provide evidence for how they know birds move on their own by describing how a bird moves.

TEACHER DO: After each question, allow time for the students to give thumbs up or thumbs down. Correct misconceptions as they occur. In this example, model writing "yes" in each box for the bird.

STUDENTS DO: Respond to each question with a thumbs up or thumbs down.

TEACHER SAY: We wrote yes for each question. That means a bird is living. Write the word "yes" in every box in the bird row. Then, complete the rest of the chart with your Shoulder Partner for the rows about rock, tree, and slide.

STUDENTS DO: Write the word "yes" in every box across the row for bird. Then, students discuss each row with **Shoulder Partner** and complete the chart by writing yes or no in boxes.

TEACHER DO: Circulate around the classroom. providing support, as needed.

TEACHER SAY: When you are finished, turn to another Shoulder Partner to compare your answers. Do you agree on all the boxes? If not, talk about why you answered the way you did, and see if you can agree on an answer. Make any changes you need.

STUDENTS DO: Share answers with another **Shoulder Partner** and justify any answers where they differ. Decide on a final answer and make changes as necessary.

TEACHER DO: When shoulder partners are done checking each others' work, if there is time, walk through each row and answer the questions together as a class. Ask students "how do you know?" for a few answers.

13. Students will analyze their charts to determine what the heading for each side of the class's T-Chart should be.

TEACHER SAY: Now that you have finished your chart, let's go back to our T-Chart. What should we label the list with bird and tree?

TEACHER DO: Use **Calling Sticks** to choose students to answer the question. If necessary, guide students to label the list something similar to "Living".

14. TEACHER SAY: What should we label the list with rock and slide?

TEACHER DO: Use **Calling Sticks** to choose students to answer the question. If necessary, guide students to label the list something similar to "Non-living".

15. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY: Today we talked about living and non-living things. Tell your Shoulder Partner one living thing and one non-living thing.

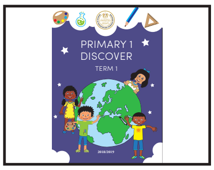
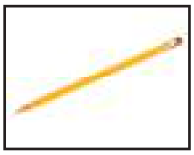
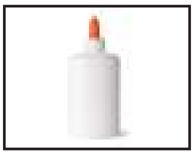
STUDENTS DO: Share one living organism and one non-living thing with their **Shoulder Partner**.

TEACHER SAY: You learned a lot today! We are going to sort and learn more about living and non-living things in the next lesson.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Classify living/non-living things. • Classify objects using other common characteristics. • Create an original classification group.	• Sort • Living • Non-living

MATERIALS

Student book	Pencils	Scissors	Glue
			

Discover (90 mins)

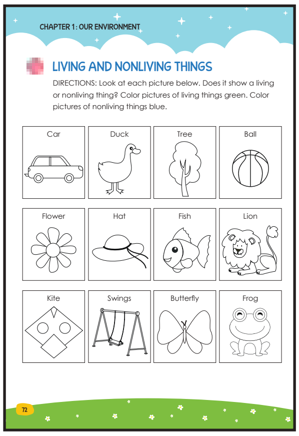
Directions

1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's class.

TEACHER SAY:
Yesterday, we learned a new song called "Living Things." Let's sing it again!
Don't forget the movements!

TEACHER DO: Display "Living Things" lyrics, or direct students to open their student books if display is not possible.

STUDENTS DO: Sing "Living Things" with the teacher and act out the movements.



2. TEACHER DO: Distribute student books and blue and green crayons. If you do not have enough blue and green crayons, students can share or you can pick two more colors. Be sure to give students instructions that emphasize they should use one color for pictures of living things and another color for non-living things.

TEACHER SAY:
The "Living Things" song will help us remember the difference between living and non-living things.
Today, we are going to sort some pictures.
Sort means to put things into groups.
Some of the pictures are living things and some of the pictures are non-living things.
Open your student book to page 72.

STUDENTS DO: Open student book to page 72.

READ ALOUD:
Directions: Look at each picture below. Does it show a living or non-living thing? Color pictures of living things green. Color pictures of non-living things blue.

3. TEACHER DO: Model how to complete the activity.

TEACHER SAY:
Let's do one together. Let's use what we learned about living things yesterday.
The first picture is a car.
Does a car grow and change? No.
Does a car need food and water? No.
Does a car need air? No.
Does a car move on its own? No.
That means a car must be non-living.
Color the picture of the car blue.

STUDENTS DO: Color the picture of the car blue.

TEACHER SAY: **Turn to your Shoulder Partner to do the same thing for the rest of the first row. When you are done, put your crayons down so I know you are ready.**

STUDENTS DO: Work with shoulder partners to decide whether the next three pictures are of living or non-living things, then color the pictures green if living and blue if non-living.

TEACHER DO: Circulate around the classroom. providing guidance, as needed.

TEACHER SAY: **Let's review the first row.**
Raise your hand if you colored the duck green.
Raise your hand if you colored the tree green.
Raise your hand if you colored the ball blue.

TEACHER DO: After each prompt, scan the classroom to see how many students got the correct answer. Call on 1-2 students with raised hands to ask "how do you know the duck (tree, ball) is living (or non-living, in the case of the ball)?"

STUDENTS DO: Raise hands after each prompt to show what color they used. Justify answers when called on.

TEACHER SAY: **Now that you have done the first row, go ahead and complete the rest of the page on your own. Remember to use green for living things and blue for non-living things.**

STUDENTS DO: Consider each remaining picture, decided whether the object shown is living or non-living, and color the picture according to the code.

TEACHER DO: Circulate around the classroom. providing guidance, as needed.

4. TEACHER DO: Use the student book answers as a means of reinforcing counting and comparison of quantities.

TEACHER SAY:
You sorted the pictures into living things and non-living things. Let's count how many there are. How many living things? Count them, and I will use Calling Sticks to choose someone to answer.

STUDENTS DO: Count the number of living things.

TEACHER DO: Use **Calling Sticks** to choose students to answer.

TEACHER SAY:
There are seven living things. How many non-living things? Count them, and I will use Calling Sticks to choose someone to answer.

STUDENTS DO: Count the number of non-living things.

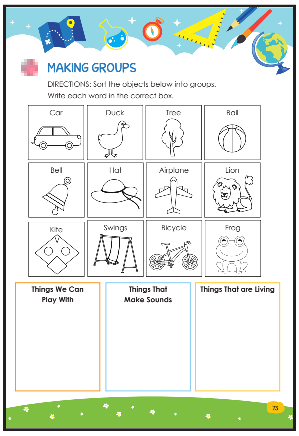
TEACHER DO: Use **Calling Sticks** to choose students to answer.

TEACHER SAY:
There are five non-living things. Which group has more? How do you know?

TEACHER DO: **Use** Calling Sticks to choose students to answer.

TEACHER SAY:
There are more living things.
What is the total number of living and non-living things?
Let's count.

STUDENTS DO: Count the total number of objects.



TEACHER DO: Count the objects out loud with students.

TEACHER SAY:
There are twelve objects total.

5. Students are now going to practice classifying objects based on characteristics. They will write item names in groups on page 73 of their student books.

TEACHER DO: Have students turn their student book to page 73.

TEACHER SAY:
You just finished sorting twelve objects into a living group and a non-living group by coloring them different colors. We can sort the objects in lots of different ways. Let's keep practicing.
Turn to page 73 in your student book.
It says Making Groups on the top.

STUDENTS DO: Turn their student book to page 73.

READ ALOUD: Sort the objects below into groups. Write each word in the correct box.

TEACHER SAY:
What are some things you see on this page?

STUDENTS DO: **Name some objects they see on the page.**

TEACHER SAY:
We are going to sort these items into different groups. The first group is "Things We Can Play With." Look at the objects. Which of these objects can we play with? Can someone raise a hand to tell me one thing that we might play with?

TEACHER DO: Call on only one student to choose an item as an example.

TEACHER SAY:
Yes, a _______ (student's answer) is a good example of something we can play with. Now, point to the word below the picture of the _______ (student's answer). Copy this word into the first box, titled "Things We Can Play With."

STUDENTS DO: Copy words beneath the picture chosen on first line of the correct group.

Note to teacher: If students are not yet able to copy words consistently, have them draw lines from a picture to the group it belongs in.

TEACHER SAY: **Now, look at the rest of the objects. What other objects can you play with? Circle them. Then, look at the words under the pictures, and copy those words into your list in the box "Things We Can Play With."**

STUDENTS DO: Identify objects that can be played with. Write name of objects on the lines and cross off used pictures.

TEACHER DO: Use Calling Sticks to choose 3-4 students to give examples of what they wrote in the box. Circulate around the classroom. making sure that students are correctly writing the name of

the object in the box.

Note to Teacher: If students can justify their response, allow them to add it to the group. For example, the car could be a toy car that can be played with even though it is also something that makes sounds. Pictures can be used in multiple groups.

6. TEACHER DO: This activity is designed to promote critical thinking. Remind students that not everyone might have the same answers, and that it is important to have a reason or justification for their thinking.

TEACHER SAY: As I walked around the classroom and looked at your work, I noticed that some of us have different answers. That shows that we think differently – this is important! You are choosing your objects using your brains and you are all unique. When you share with your partners or when you tell me what your answers are, please make sure you tell WHY and explain your choices.
The next group is "Things That Make Sounds." Look at the objects. Which of these objects can make sounds? Write the words below your choices in the next box, then draw a line through the pictures.

STUDENTS DO: Identify objects that make sound. Write name of objects in the box.

TEACHER DO: Use Calling Sticks to choose 3-4 students to answer, prompting them to state the reasons why they selected each object. Circulate around the classroom. making sure that students are correctly writing the name of the object in the box.

TEACHER SAY:
Now, it is your turn to create a group. Look at the objects. What is another group that some objects could belong to? Write or draw a picture to name the group at the top of the box. Then, write the objects that belong.

STUDENTS DO: Create a new group. Write or draw a picture to name the group, then write words for appropriate objects in the box.

TEACHER DO: Circulate around the classroom. providing guidance, as needed.

TEACHER SAY:
Share the group you created with your Shoulder Partner. Tell your Shoulder Partner what you named your group, and what you included in your group.

STUDENTS DO: Share the group they created with their **Shoulder Partner**.

TEACHER DO: Allow students time to share with their **Shoulder Partner**.

7. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

Note to Teacher: The lesson that follows includes a walk outside. If weather or other circumstances prevent you from taking students outside, you may allow students to look out the window or watch a video that depicts the local outdoor environment. Modify the instructions that follow for Day 3 accordingly.

TEACHER SAY:
Today we sorted objects into the categories of living and non-living. We also learned that there are lots of ways to sort a list of objects
You even made your own group for sorting!
During the next lesson, we will take a walk outside to observe what we see. What do you think observe means?
Tell your Shoulder Partner what you think it means to observe.

TEACHER DO: Allow students a moment to share with their **Shoulder Partner**.

STUDENTS DO: Share with their **Shoulder Partner**.

Lesson 3 Overview

LEARNING OUTCOMES

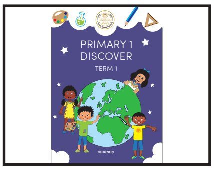
Students will:
- Discover differences between plants and animals.
- Classify living things into plants and animals.
- Identify, categorize, count, and compare numbers of objects
- Use categorized objects to perform and write addition problems with numbers through 20.

KEY VOCABULARY

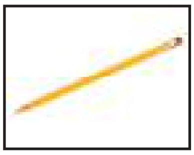
- Observe
- Plants
- Animals

MATERIALS

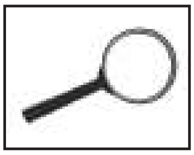
Student book



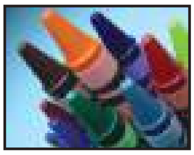
Pencils



Magnifying glasses (optional)



Crayons



Discover (90 mins)

Directions

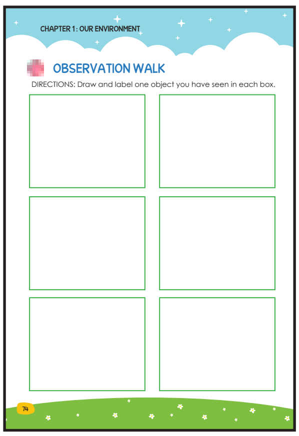
1. Introduction: Today, students will apply the skills learned in Day 1 and Day 2 to investigating their surroundings. Students will use page 74 in the student book to record observations of the school environment.

TEACHER DO: Pass out student books and pencils.

TEACHER SAY:
You have been working hard to discover the differences between living and non-living things, and learning how to sorts objects into different groups. Who remembers a group we all used yesterday?

STUDENTS DO: Raise hands to answer either "things we can play with" or "things that make sounds."

TEACHER SAY:
We have been learning all of this so that we can investigate the world around us. Today, we are going to take a walk outside.
We are going to observe. Observe means to look closely. Repeat after me: Observe. [Students repeat]. Observe means to look closely. [Students repeat].
While we are outside, we are going to observe our surroundings.
You will draw and label what you see when you observe, or look closely at, the environment.
Turn to page 74 in your student book. It says Observation Walk on top.



STUDENTS DO: Turn to page 74 in student book.

READ ALOUD: Directions: Draw and label one object you observed in each box.

TEACHER SAY:
Let's count how many boxes there are in unison.

TEACHER DO: Count the number of boxes.

STUDENTS DO: Count the number of boxes out loud with the teacher.

TEACHER SAY:
There are six boxes. That means you will draw and label six things that you observe outside. Use your pencil to draw the objects now, then we will color them later.

2. TEACHER DO: Take the students to a safe place outside. Choose a place that will provide the students with a variety of options (living and non-living things) to draw and label. If possible, provide students with small magnifying glasses.

Note to teacher: Before students go outside, set some ground rules. These will vary depending on the needs of the class and the area they are observing. For example, many insects can be found underneath rocks. If it is not okay for students to disturb the environment in any way, let them know. Also, if weather or situation does not allow for students to go outside, students can complete the activity indoors by observing through a window. Modify language referring to outside.

TEACHER SAY:
We are observing our outside surroundings.
Remember, to observe means to look closely.
Find an object that interests you and look at it closely.
Show respect by leaving the area just as you found it.

STUDENTS DO: Draw and label six things that they observe outside.

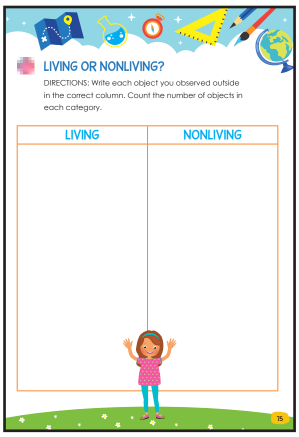
3. TEACHER DO: Return to the classroom with students. Pass out crayons. Allow students time to add color to their drawings. If students struggle with the independent task of drawing and labeling six items, you may choose to lead this as a group activity. You may also need to provide other assistance, including writing the words of commonly observed objects.

TEACHER SAY:
Now that you have drawn six things you observed outside, let's work on labeling and coloring the objects. Use your crayons to add color to your drawings. If you know how to write the word, label your object like the pictures we sorted yesterday. I will walk around to help if you don't know all the words yet.

STUDENTS DO: Label and color the drawings of observed objects.

4. TEACHER SAY:
When you are done, tell your Shoulder Partner the six things that you observed. Did you observe any of the same things?

STUDENTS DO: Share the six things observed with a **Shoulder Partner**.



TEACHER DO: Allow students time to share with their **Shoulder Partner**.

5. Students will now classify their items. Create a T-Chart on the board with the titles "Living" and "Non-living." Students will categorize their items on a similar T-Chart on page 75 of their student books. Students can write the names of the objects or they can draw simple pictures in each column of the chart.

TEACHER SAY:
I am confident that we all saw some things that were living organisms and some that were non-living on our walk. Let's practice sorting the objects that you observed on your walk. Turn to page 75 in your student book.

STUDENTS DO: Turn to page 75 in student book.

READ ALOUD: Write or draw each object you observed outside in the correct column.

Count the number of objects in each category.

TEACHER SAY: Just like we did with the pictures yesterday, think about each object and decide whether it is living or non-living. Then, list that object in the correct column of the chart by writing its name or drawing a small version of it. If you have a hard time deciding on whether something is living, remember the song, and then ask a Shoulder Partner for help.

STUDENTS DO: Sort observed items into Living/Non-living by writing or drawing items in T-Chart columns.

TEACHER DO: Allow students time to work providing guidance, as needed.

6. Students can share their observations in order to fill in the large T-Chart you created on the board.

TEACHER SAY:
I am going to use Calling Sticks to choose a number of students to share observed items with the class. When I call on you, use your student book page to share some of the living things that you saw outside with the class.

TEACHER DO: Use Calling Sticks to select several students to share their living things. Add correct responses to the list. Clear up any misconceptions. There is no need to write something twice if a student repeats.

TEACHER SAY:
Now, let's make another list for the non-living objects we observed outside. When I call on you, share some of the non-living things that are on your list.

TEACHER DO: Use Calling Sticks to select several students to share their non-living things. Add correct responses to the list. Clear up any misconceptions. There is no need to write something twice if a student repeats.

STUDENTS DO: Participate in the discussion, share living and non-living items.

7. TEACHER SAY:
You observed many living and non-living things outside. We have put them into two groups. Now, let's sort the Living group into two MORE groups.
Most of the living things we saw can be sorted into two groups: Plants and Animals. How do you think we might decide whether something is a plant or an animal? What makes them different? What do we know about plants?

STUDENTS DO: Raise hands to share ideas about differences between plants and animals.

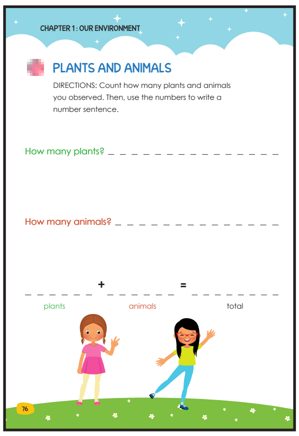
TEACHER DO: Summarize student ideas that might include: plants often have green somewhere, plants usually grow in the ground or in boxes/urns, plants don't move around like animals do, etc.

TEACHER SAY: Look at the list of living organisms. Decide which objects you observed are plants, and circle the plants using a green color. Then circle the animals using a brown color.

TEACHER DO: Use calling sticks to select several students to circle the plants and animals listed on the chart.

8. TEACHER DO: Use the class information to practice counting and simple addition. If the list contains more items than students are comfortable counting, modify the activity to meet the skill level of your students.

TEACHER SAY:
Now, let's practice counting. Count the number of plants and the number of animals we each observed outside. Then, we will create a number sentence to add them together. Turn to page 76 in your student book, and let's get started.



STUDENTS DO: Turn to page 76 in student book.

READ ALOUD: Count how many plants and animals. Then, use the numbers to write a number sentence.

TEACHER SAY:
How many plants are listed?
Let's count our long list together. Then you will count your own list.

TEACHER DO: Point to the plants as the class counts.

TEACHER SAY:
We have ___ plants on our list. So I will write ___, the number of plants, on the line. Now, count the number of plants on your own list. Then write that number on the first line next to "How many plants?"

STUDENTS DO: Count the number of plants in the "living" column on the previous page and write the number of plants on the line.

TEACHER SAY:
How many animals are listed?
Let's count our long list together. Then you will count your own list.

TEACHER DO: Point to the animals as the class counts.

TEACHER SAY:
We have ___ animals on our list. So I will write ___, the number of animals, on the line. Now, count the number of animals on your own list. Then write that number on the first line next to "How many animals?"

STUDENTS DO: Count the number of animals in the "living" column on the previous page and write the number of animals on the line.

TEACHER SAY:
We have _______ plants and ________ animals. To start our number sentence, I will copy the same numbers on the last line. Plants are first, then animals. Now you can copy your numbers on the last line, too.

STUDENTS DO: Copy the number of plants and animals where prompted on the student book page.

9. TEACHER DO: At this point in the school year, students should be comfortable counting within at least 20 easily, but feel free to modify the total number of objects included so that students can participate with ease.

TEACHER SAY: Let's find out how many total living things we have. How do you think we can find out how many living things we have all together?

TEACHER DO: Call on students for ideas for how to find the total. Students might suggest addition if they know how to add or might suggest counting all the plants and animals together. At this point in the year, students should be comfortable with counting, but the concept of addition is still developing. Support the needs of the students in your class.

STUDENTS DO: Provide ideas for how to find a total number of living things.

TEACHER SAY:
For our class list, let's count all of our plants, then keep counting to include the animals. Count with me as I point.

STUDENTS DO: Count out loud with the teacher.

TEACHER DO: Write the appropriate number sentence on the board as you count to model # Plants + # Animals = # living things.

TEACHER SAY:
Now, count your own list of plants and animals to find the total number.

STUDENTS DO: Count the total number of plants and animals, and write the number at the end of the number sentence.

TEACHER DO: Allow students time to solve the problem independently.

Note to Teacher: If students know how to add numbers below five, introduce addition as a second way to find the total number of living things.

10. TEACHER SAY:
Congratulations, you have written a number sentence! Let's learn how to read the sentence. I will say each number, and when I get to the plus sign I will say "plus." When I get to the equal sign, I will say "equals." Watch: _____ plus _____ equals ______. Repeat that sentence with me.

TEACHER DO: Point to each number and sign as you read them out loud.

TEACHER SAY: Now, share your own number sentence with your Shoulder Partner. See if your partner agrees that your total is correct for your list.

TEACHER DO: Allow students time to solve the problem with their **Shoulder Partner**. Circulate around the classroom. listening to answers. Provide support, if needed.

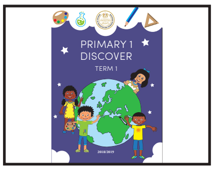
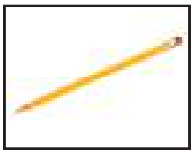
11. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

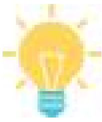
TEACHER SAY:
Today we sorted living things and non-living things that we observed in our environment.
Then, we sorted plants and animals.
All of these things are part of our environment.
Tomorrow, you will begin to learn more about the word environment, and about environments that are further away than our schoolyard.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Master definition and writing of academic vocabulary: environment. • Read and answer questions about informational texts on different environments. • Understand how the features of animals help them survive in different environements.	• Environment • Desert • Delta

MATERIALS

Student book	Pencils	Blackboard or Chart Paper	Chalk or Markers	Informational text about deserts	Informational text about Nile delta
					



Learn (90 mins)

Directions

1. Introduction: The word "environment" is extremely important to this theme, so it is equally important that students can say it correctly, understand its meaning, and can write it independently.

TEACHER SAY:
You have been working hard investigating our environment and sorting what we see into different categories. Since we are going to making a poster about Our Environment, we need to learn a few words so we can put them on our poster. Let's start with the word environment. I have already said it three times today!
Can you say the word environment? Repeat it after me: Environment.

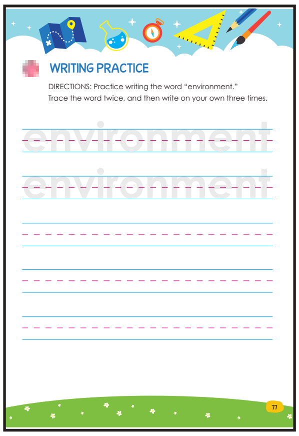
STUDENTS DO: Repeat word.

TEACHER SAY:
Today, we are going to learn more about that word.
Based on what we have learned so far, what do you think the word environment means?

TEACHER DO: Use Calling Sticks to choose three students to answer the question before continuing. Pass out student books and pencils as students share.

STUDENTS DO: Share ideas about what they think "environment" means.

2. TEACHER DO: Students will practice writing key vocabulary terms. Make sure to note the different abilities of students in your classroom and provide support as needed.



TEACHER SAY:
Thank you for sharing your thoughts.
The word environment describes our physical surroundings- everything living and non-living that is around us.
Let’s open our student books to practice writing the word environment.
Please open your student books to page 77. It says Writing Practice on top. You will need your pencil.

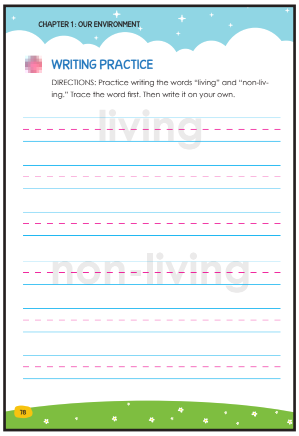
STUDENTS DO: Open student book to page 77.

READ ALOUD: Directions: Practice writing the word “environment.” Trace the word twice, then write it on your own three times.

STUDENTS DO: Trace and write the word environment.

TEACHER SAY:
Who can remember the main categories we have been using for our sorting?

TEACHER DO: Use Calling Sticks to choose students to answer. Students could name multiple categories – you are waiting for “living” and “non-living.”



TEACHER SAY: We have been defining and sorting living things from non-living things. This will be important for Our Environment Poster. We need to learn to write these two words, too. Now, turn the page and continue practicing your writing with the words “living” and “non-living.”

READ ALOUD: Directions: Practice writing the words “living” and “non-living.” Trace the word first. Then write it on your own.

STUDENTS DO: Turn to page 78 and repeat process.

TEACHER DO: While students practice writing, walk around the classroom to provide tips and support as needed. Students may still be developing writing skills at this point. You may want to select a few students to write some of the words on the board to model for others. Feel free to modify the activity, including options to cut and paste the words, etc.

3. TEACHER DO: Next you will transition to introducing students to the difference between the immediate environment (school) and the larger environments present in Egypt. Compare the concept to the previously studied expansion from immediate to extended family from Theme 1 if students need help understanding.

TEACHER SAY:
Good work. I am proud of how you are progressing with your writing!
During the first days of this theme, you created a list of many of the living and non-living things in our school environment.
Our school is our immediate environment. It is what is closest to us and what we experience every day. Today, we are going to use books to discover what is beyond our immediate environment.
Just like we have talked about our immediate and extended families, we also have environments that extend beyond what we experience every day.
Egypt is a beautiful country. Egypt is a large country. Egypt has many different environments, but our two main environments are the desert and the delta.
Can you say those words with me?
First say desert. Desert.
Now say delta. Delta.

STUDENTS DO: Repeat words, one at a time.

TEACHER SAY:
We are going to read two books- one about the desert and one about the delta. As we read, pay close attention to the details each book provides.
At the end, we will decide what are the most important details about each environment. Then we will practice writing sentences about environments.

4. Note to teacher: For the next section, choose two informational texts available to you: one about the Egyptian desert and the Nile delta. They should provide simple explanations of the environment with vivid pictures/illustrations. If you do not have access to appropriate texts, you may choose to use digital resources. Before you show students any text, video or image, be sure to ask students to describe what they already know about the desert and the delta.

TEACHER SAY:
The first text we are going to read is called ________.
Please listen carefully as I read it to you.

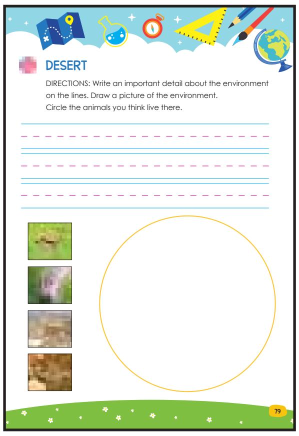
TEACHER DO: Read text about Egyptian deserts, showing students pictures as often as possible. Use group reading strategies where appropriate, stopping to ask students questions about what they see, hear, and think.

TEACHER SAY:
That book gave us a lot of information about Egyptian deserts. Raise your hand if you can share something you learned from what we read together.

STUDENTS DO: Raise hands to share information they remember from the book.

TEACHER DO: Call on a few students with hands raised. As students answer, write summaries of their ideas on the board.

TEACHER SAY: **Books can give us different types of information. Books can give us different types of information. As you listen, think about what you learn. What did we learn about deserts? What is true for all deserts?**



TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing. If the characteristics below aren't mentioned by students, add them to the discussion.

5. TEACHER DO: Transition from reading the text/book with students to using the information to create simple sentences and original illustrations. This will allow students to practice comprehension and listening skills, and should allow for further synthesis of understanding.

TEACHER SAY:
Very good listening!
One of the most important details I heard was that deserts are dry.
Dry means that there is no water, which makes it hard for plants to grow and animals to survive. Let's keep track of the information we learn about the environments in our student books.
Please turn to page 79. It says Desert on top.

STUDENTS DO: Turn to page 79 in student book.

TEACHER SAY:
On the next few pages, you will be writing sentences.
Remember, a sentence is when you put words together to present information.
On the desert page, we will write the sentence "The desert is dry."
Watch me write it on the board.
Then you will try.

TEACHER DO: Write sentence "The desert is dry" large and clear on board. This page requires quite a bit of student writing. Provide additional support to students who struggle, or allow students to write only the key words (example: desert, dry - instead of the full sentence - The desert is dry.).

READ ALOUD: The first sentence of the directions says: "Write an important detail about the environment on the lines."

TEACHER SAY: **First, copy the sentence I wrote: "The desert is dry."**

STUDENTS DO: Write sentence on the lines provided.

READ ALOUD: The next direction is to: Draw a picture of the environment.

TEACHER SAY: **So that you can remember the book we just read, draw a picture of a desert in the oval in the middle of the page.**

STUDENTS DO: Draw a picture of a desert.

READ ALOUD: The last direction says: Circle the animals that you think live there.

TEACHER SAY: **Let's make sure we know what each of these animals are: gazelle, hippopotamus, ibex, Nile monitor (lizard).**

STUDENTS DO: Circle the pictures of animals that might live in a desert.

Note to Teacher: There are three tasks on this page. Repeat instructions periodically if students have trouble remembering what to do next. Walk around the classroom while they are working to provide assistance as needed.

TEACHER SAY:
Very good job! I will use my Calling Sticks to choose students to share which animals they circled.

TEACHER DO: **Using Calling Sticks**, choose 3-4 students to share which animals they circled. Since there are only two correct answers, there will likely be repetition. Ask each student: "Why did you choose the _____ as an animal that would live in the desert?" to prompt students to share reasoning and logic.

TEACHER SAY:
The animals that live in desert environments are the gazelle and the ibex.
These animals can survive in very dry places.
They have smaller hearts which means they use less water to breath.
They can live in deserts because they need less water to survive than other animals.

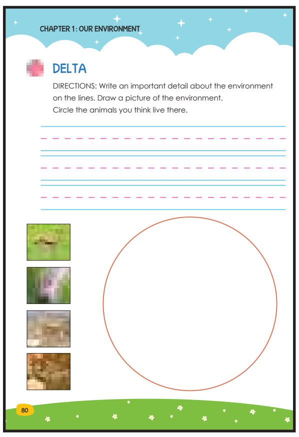
6. TEACHER DO: **Repeat the above process with the second informational text about the Nile delta. Again, if you don't have a book appropriate for students that describes the Nile delta, you may choose to show pictures, etc.**

TEACHER SAY:
Now we will read a book called ________.
Please listen carefully as I read it to you.

TEACHER DO: **Read book about Nile delta.**

TEACHER SAY:
That book gave us a lot of information about the Nile delta. Raise your hand if you can share something you learned from the book.

STUDENTS DO: **Raise hands to share information they remember from the book.**



TEACHER DO: **Call on a few students with hands raised. As students answer, write summaries of their ideas on the board.**

TEACHER SAY: **Look back over our list of information. What do you think was the most important information we learned about this environment? What do you think is true of most or all deltas?**

TEACHER DO: **Use Calling Sticks** to choose three students to answer the question before continuing. If the characteristics below aren't mentioned by students, add them to the discussion.

7. TEACHER DO: Transition from reading the text/book with students to again creating simple summary sentences and original illustrations.

8. TEACHER SAY:
Very good listening!
One of the most important details I heard was that the delta is used for farming. The soil is very

good for farming because of the water that flows through it.
Let's keep track of this information in our student books.
Please turn to page 80. It says Delta on top.

STUDENTS DO: Turn to page 80 in student book.

TEACHER SAY:
On the delta page, we will write the sentence "The delta is used for farming."
Watch me write it on the board.
Then you will try.

TEACHER DO: Write sentence "The delta is used for farming" large and clear on board.

READ ALOUD: Write an important detail about the environment on the lines. Draw a picture of the environment.

STUDENTS DO: Copy the sentence written on the board onto the lines provided. Then students draw a picture of a delta.

READ ALOUD: The last direction says: Circle the animals that you think live there.

TEACHER SAY: The same animals are shown here: gazelle, hippopotamus, ibex and Nile monitor (lizard).

STUDENTS DO: Circle the animals they think live in a delta.

Note to Teacher: There are three tasks on this page. Repeat instructions periodically if students have trouble remembering what to do next. Walk around the classroom while they are working to provide assistance as needed.

TEACHER SAY:
Nice work! I will use my Calling Sticks to choose students to share which animals they circled.

TEACHER DO: Using Calling Sticks, choose 3-4 students to share which animals they circled. Since there are only two correct answers, there will likely be repetition. Ask each student: "Why did you choose the _____ as an animal that would live in the delta?" to prompt students to share reasoning and logic.

TEACHER SAY:
The animals that live in the delta are the hippo and the monitor lizard.
These animals live in the delta because they need a lot of water to keep them cool.
For example, Hippos spend almost 16 hours per day in the water, so they must live very close to a large water supply to survive.

9. Closing: Students have finished compiling information about the two major Egyptian environments. Tomorrow, they will enhance their understanding of the importance of water and discuss human interaction with elements in the environment.

TEACHER SAY:
Today we learned about different Egyptian environments. Share with your Shoulder Partner one major difference you noticed between the two environments.

STUDENTS DO: Discuss differences between the desert and delta.

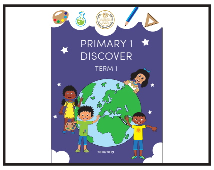
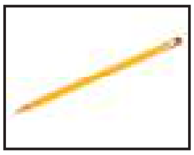
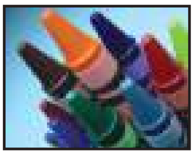
TEACHER DO: Using **Calling Sticks**, ask a few students to share a difference they noticed.

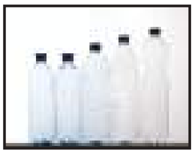
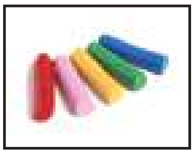
TEACHER SAY: One major difference between the desert and the delta is the amount of water available. Tomorrow, we will learn about how important water is to an environment.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Discuss the importance of water. • Make observations about water using their five senses. • Learn about the two main sources of water in Egypt. • Discuss the interactions between humans and plants/animals/things. • Express understanding of environmental responsibility.	• River • Aquifer • Ground water • Survival • Interaction

MATERIALS

Student book	Pencils	Blackboard or Chart Paper	Chalk or Markers	Crayons (specifically blue, red, and green)
				

"We Need Water To Survive" song lyrics	Multiple containers of water	Multiple portions of Play-doh/Clay
		

Learn (90 mins)

Directions

1. Introduction: To enhance understanding of environments, students will learn about the two main sources of water in Egypt and discuss water's importance.

TEACHER SAY:
Yesterday, we learned about two types of environments present in Egypt- the desert and the delta. Who can remember the sentence we wrote about deserts? Raise your hand if you think you remember.

STUDENTS DO: Raise hands to offer ideas.

TEACHER DO: Call on 1 or 2 students if the first does not remember.

TEACHER SAY: Who can remember the sentence we wrote about deltas? Raise your hand if you think you remember.

STUDENTS DO: Raise hands to offer ideas.

TEACHER DO: Call on 1 or 2 students if the first does not remember.

TEACHER SAY: **Yesterday, we also noticed that deserts don't have much water, and deltas have plenty of water. Today, we are going to will learn about the two sources of water that come from those environments- aquifers and rivers. But first, we need to learn about why water is so important. Who remembers the song we learned about Living Things? What did it say about water?**

STUDENTS DO: Offer ideas about the song – that it said living things need food and water.

TEACHER SAY: **What about us? Do you think our bodies need water?**

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

TEACHER SAY:
Of course we do!
Did you know that all living things are at least 50%, or half, water?
That is a lot! Let me show you what 50% looks like.

TEACHER DO: **Draw a large circle on the board and color in half.**

TEACHER SAY:
Who wants to guess how much of our body is made of water?

TEACHER DO: **Use** **Calling Sticks** to choose three students to answer the question before continuing.

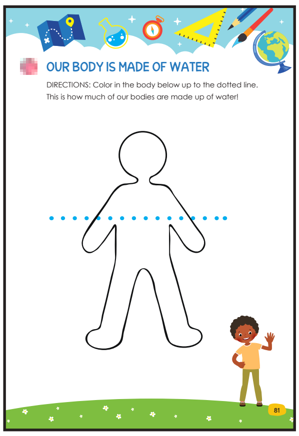
Note to Teacher: Students do not yet know percentages or fractions, but hearing the words used will expose them to the idea before learning it in math. Encourage them to use hand gestures or point to the part of their body they think hold the amount of water.

TEACHER SAY:
We are three-fourths, or 75%, water.
That is this much.

TEACHER DO: Fill in another quarter of the circle on the board.

TEACHER SAY:
Our body is made up of so much water and water is so important to us, that we should drink water every day!
Water is extremely important!

2. Students are going to fill in an outline of the human body on page 81 of the student book to demonstrate how much water makes up a human.



TEACHER SAY:
It is important that you remember how much water is in our bodies, so we always remember how important it is.
Take out a blue crayon, and turn to page 81 in your student book.

STUDENTS DO: **Turn to page 81 in student book.**

READ ALOUD: **Color in the body below up to the dotted line. This is how much of our bodies are made up of water!**

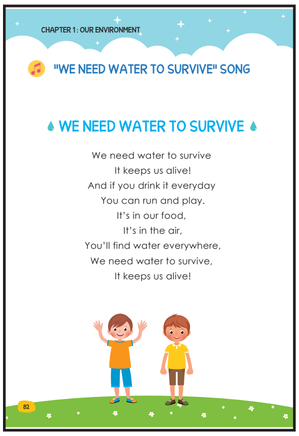
STUDENTS DO: **Color in 75% of human body outline, up to the dotted line.**

TEACHER SAY: **Our bodies are also made of other things, so we don't look like water. It is still an important part of keeping us healthy!**

3. The class will learn a song to help them remember why water is so important. Model the singing of the song to the tune of the American song "Old McDonald" or adapt it to a tune that is familiar

to your students. Then, students can sing themselves. The lyrics of the song are on page 82 of the student book.

Note to teacher: If possible, write the words to the song on the board or on a large piece of paper so that you can review it easily and even practice using it.



TEACHER SAY:
Today we are going to learn another song to help us remember why we need so much water.
This song is called "We Need Water to Survive."
Follow along on page 82 of your student book.

STUDENTS DO: Turn to page 82 in student book.

TEACHER SAY:
I am going to sing the song twice.
The first time, just listen.
The second time, point to the words while I sing them.

TEACHER DO: Sing the song twice.

TEACHER SAY:
Now you are going to sing with me.
Ready? Sing!

STUDENTS DO: Sing song with teacher.

TEACHER DO: Sing song with students. Depending on time available, you can choose to sing the song multiple times.

TEACHER SAY:
That was very good singing!
Now we know why water is so important.
It keeps us alive. It's in our food and in the clouds.
We would not survive without water!

4. TEACHER DO: Take this time to explore the physical properties of water. Students will use their five senses to make observations about water and then compare them to observations made about Play-doh/clay. Make sure each group of 4-5 students has a small container of water and a small portion of Play-doh/clay.

TEACHER SAY:
Who can remind the class each of our five senses?

TEACHER DO: Use Calling Sticks to choose three-five students to answer the question before continuing. Choose enough to correctly list all five on the board.

TEACHER SAY:
Our five senses are touch, taste, see, smell, and hear.
Let's use some of our five senses to make an observation about water.
Look at your container of water.
Make sure that everyone in your group is able to see it.
We are already using our sense of sight!

Note to Teacher: If it is not possible for you to distribute containers of water around the classroom, you can proceed as a demonstration with one large container in the front of the classroom. Adjust your language to reflect.

TEACHER SAY:
For each sense, you will use the water to make an observation.
Then you will share your thoughts with your group members.
The first sense is touch.
Touch the water, and tell your group members how it feels.
Remember, it is very important that you work together to keep our classroom neat!

STUDENTS DO: **Touch water and discuss with group.**

TEACHER DO: **Repeat process for taste, see, smell, and hear.**

Note to Teacher: For hygiene purposes, you should not have all students tasting out of the same container. If you are unable to provide individual cups, ask students to reflect on the last time they drank water.

TEACHER SAY:
Now that you've all made observations about water, let's compare it to Play-doh/clay.
Make sure each student gets a chance to pick up the clay and touch it, smell it, and look at it.
Then, talk with your group about how clay is different than water.

STUDENTS DO: Touch clay and discuss with group.

TEACHER SAY:
All of the things that make up the world around us are different.
Water and clay are different.
Plant and animals are different.
But, everything in this world is important.
Today, we are talking about how important water is.

5. TEACHER DO: **Students will now learn the two main sources of water in Egypt.**

TEACHER SAY:
Since we know that water is so important, let's learn about where it comes from and where we can find water nearby. Where do you get water from?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

STUDENTS DO: Offer ideas for where they get water. Ideas might include a sink/faucet, water fountain, well, bottles at a store, etc.

Note to Teacher: Students may believe that water comes from a sink, fountain, or well. It is important to help them understand that in order for water to come out of the sink, it must come from a natural source.

TEACHER SAY: **When we want water, we can get it from lots of places. But where does the water in our sink or a fountain come from?**

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

STUDENTS DO: Offer ideas for where water comes from. Ideas might include a river, ocean, lake, rain, etc.

TEACHER SAY:
We learned about two environments in Egypt: the desert and the delta.
Each of those environments has a different source of water.
In the desert, it doesn't rain very often. Water comes from aquifers, or from under the ground.
Let's say that word together: aquifer. (pause for students to repeat the word)
In the delta, water comes from the river. When it rains, water lands in and flows into the river.
Both sources of water are very important.
Turn to your Shoulder Partner and discuss where you think our water comes from- an aquifer or the river.
Make sure you tell your partner why you think it comes from that place.

STUDENTS DO: Discuss water source with **Shoulder Partner**.

TEACHER DO: Walk around the classroom to hear what students are discussing and provide guidance if necessary.

Note to Teacher: During this discussion, it is not important that students are correct. It is more important that they can justify their thoughts. For example, "I think our water comes from an aquifer because we are very far from the river" or "I think our water comes from a river because I have to take a boat to school on the river."

TEACHER SAY:
I heard some very good ideas.
Our water comes from a _________.
I know this because _____________________.

6. End this portion of the chapter with introducing students to the idea of environmental stewardship. Students will consider that their interaction with the environment, positive or negative, has an impact on water, plants, and animals. Page 83 in the student books asks students to identify positive behaviors for interacting with their surroundings.

Note to Teacher: Some of the images may not be completely clear to students. Explain each picture without giving opinions or using emotion. Give students the opportunity observe and express their opinions.

TEACHER SAY:
We know that water is important, and we know where it comes from, but we also need to know how we can protect it.
How we choose to act and use water is very important.
It is our responsibility, or job, to take care of the water, plants, and animals in our surroundings.
Take out your red and green crayons, and turn to page 83 in your student book.



STUDENTS DO: **Turn to page 83 in your student book.**

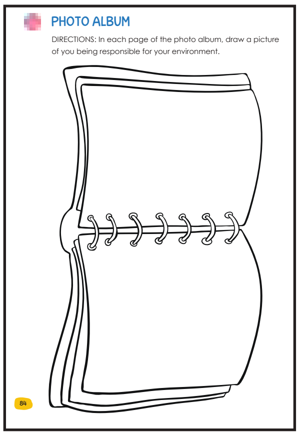
READ ALOUD: **Put a red X through the actions that you think will hurt the environment. Put a green circle around the actions that will help take care of your surroundings.**

STUDENTS DO: **Complete "Take Care of the Environment" page.**

TEACHER SAY:
Things like planting trees, tending our surroundings, recycling, and cleaning up our river will help protect our water, plants and animals.

7. Students will show their understanding of conservation and stewardship by completing the "photo album" on page 84 of the student book.

TEACHER SAY:
Hopefully you are starting to realize how important it is to take care of our environment.
Wasting resources like water or polluting our surroundings with trash will make it harder for humans, animals, and plants to survive.
Turn to page 84 in your student book.



STUDENTS DO: Turn to page 84 in student book.

READ ALOUD: In each page of the photo album, draw a picture of you being responsible for your environment. Color the pictures.

TEACHER SAY:
We have talked about many ways to take care of our environement.
We have also talked about many ways to hurt our environment.
Think of two things you can do to be responsible and help take care of the people, plants, and animals around you.

STUDENTS DO: Draw two pictures in the outlined photo album pages provided.

8. Closing: Starting with the next lesson, students will begin synthesizing what they've learned in order to share and create the chapter project. They will be making a poster displaying what they have learned about their environment.

TEACHER SAY:
We have learned a lot about water today. We have learned why water is so important, where it comes from, and how we can take care of our surroundings. Tomorrow, you will begin making a

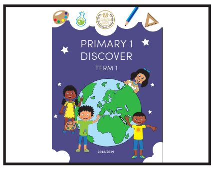
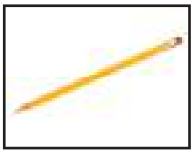
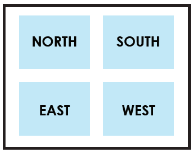
poster to show everyone what you have learned! As we finish today, turn to your Shoulder Partner to tell them where you see water in our immediate environment. Where do you see water just outside the school or between school and home?

STUDENTS DO: Discuss water they see in the immediate environment with a Shoulder Partner.

Lesson 6 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Learn about cardinal directions and apply to map reading. • Draw items found in the school environment in the student book. • Create a rough draft of a map of their school environment.	• Environment • Map • Compass rose • North • South • East • West	• Make four signs with marker and paper labled (in big letters) North, East, South, and West to tape up around the classroom. • Walk back out to the space the students used for the observation walk on Day 2. Find out which direction is North, and draw a quick sketch of one major object (like a big tree, fence, or building) that is in each direction.

MATERIALS

Student book	Pencils	Tape	Four signs labeled North, East, South, and West	Blackboard or Chart paper	Chalk or Markers
					

Learn (90 mins)

Directions

1. Introduction: Students will review vocabulary words they have learned throughout the chapter.

TEACHER SAY:
We have spent a few days learning about our environment.
One thing we learned about is the difference between living and non-living things.
Raise your hand if you know the difference between living and non-living things and can give an example of each.

TEACHER DO: Choose 2 students to explain the difference between living and non-living things. Ensure that students give examples of both in their answer.

STUDENTS DO: Offer examples.

TEACHER SAY:
We also learned about the difference between animals and plants.
Raise your hand if you can explain this difference to the class and give an example of each.

TEACHER DO: Choose 2 students to explain the difference plants and animals. Ensure that students give examples of both in their answer.

STUDENTS DO: Explain differences and offer examples.

TEACHER SAY:
Lastly, we learned about the importance of water.
Raise your hand if you can explain why water is so important.

TEACHER DO: Choose 2 students to explain the importance of water.

STUDENTS DO: Explain thinking.

2. Transition students from review to the current day's work.

TEACHER DO: Write the word "living" and "non-living" on the board, large enough for all students to see.

TEACHER SAY:
We practiced writing these words a few days ago. Who remembers what these words are?

TEACHER DO: Point to the word living. Select one student to read the word. Then point to the word again.

TEACHER SAY:
Let's all repeat that: "living."

STUDENTS DO: Repeat the word "living."

TEACHER SAY:
Who remembers what the second word says?

TEACHER DO: Point to the word non-living. Select one student to read the word. Then point to the word again.

TEACHER SAY:
Let's all repeat that: "non-living."

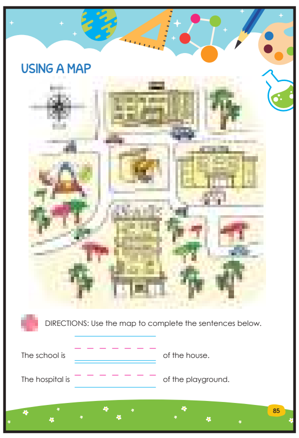
STUDENTS DO: Repeat the word "non-living."

TEACHER DO: Repeat this process of teacher writing, student reading, and whole class repeating for the following words: plants, animals, and water.

Note to teacher: If you feel your students do not need the review of the words living, non-living, plants, animals, and water, skip this review and continue with the lesson.

3. Transition students' attentions to their student books. They will use page 85 to be introduced to maps, so they can create a map of the schoolyard to present to their peers.

Note to teacher: If you don't already know, find out before this lesson which way is North in your classroom and in the outside space that students used for their observation walk. You will use this in the next activity.



TEACHER SAY:
We have learned so much! Thank you for reviewing the big ideas and vocabulary. Over the next couple days, we are going to present all that we have learned by making a map of the environment right around our school.
A map is a piece of paper that shows people where things are. Maps can help people figure out where to go.
When you look at a map, you can find where you want to go and the best way to get there.
Has anyone here ever used a map to get somewhere?

TEACHER DO: Allow 2-3 students to share their experiences.

TEACHER SAY:
Please turn to page 85 in your student book.
It says Using a Map on top.

STUDENTS DO: Open student book to correct page.

TEACHER SAY:
At the top of the page, you see something called a compass rose. This helps you figure out where you are on the map and which way you are facing. It is a symbol we write on paper to help us connect the paper map to the real world around us.
Let's look at the letters on the compass rose.
Can anyone tell us what the first letter on top is?

TEACHER DO: Call on a student with a hand raised to say the letter.

TEACHER SAY:
Good! The first letter, the one on top, is ___ (first letter of the word for North). You read a compass rose going in the same direction as the hands on a clock.

TEACHER DO: If there is a clock in the classroom with a second hand, refer students to the clock to find out which way to travel around the compass rose.

TEACHER SAY:
So we start with North. Moving around the circle to the right, we find the other three directions: East, South, West.
Point to North with your finger, and follow in a circle as I read the other directions.
East.
South.
West.

STUDENTS DO: Follow compass rose with finger.

TEACHER SAY: The great thing about these directions is that they never change. North is always North. Knowing which way is North can help us find our way! We have read the directions on our paper map. Now, let's find out where these directions point to in the world around us. Can everyone please stand up?

STUDENTS DO: Stand up in place.

TEACHER SAY: Now, face the _______ (wall or other object that is North in your classroom). Right now, you are facing North! I will label this direction North so we can practice and remember.

TEACHER DO: Walk to the landmark or wall students are facing and tape the label "North" to the wall.

TEACHER SAY: Now, let's face East. Put your right arm straight out from your side and point. Now, turn to face where you are pointing.

STUDENTS DO: Point to the side with right arm, then turn 90 degrees to face East.

TEACHER DO: Walk to a landmark or wall students are facing and tape up the label "East".

TEACHER SAY: Now you are facing East! Let's repeat all four directions in order one more time. "North, East, South, West."

STUDENTS DO: Repeat directions with teacher.

TEACHER SAY: Right! Who can tell me what comes after East?

TEACHER DO: Call on a student to respond with the next direction: South.

TEACHER SAY: Yes, the next direction is South! Now, let's face South. We are going to do the same thing we did before. Put your right arm straight out from your side and point. Now, turn to face where you are pointing.

STUDENTS DO: Point to the side with right arm, then turn 90 degrees to face South.

TEACHER DO: Walk to a landmark or wall students are facing and tape up the label "South".

TEACHER SAY: We have one more direction: West! To find West, we will use the same trick. Put your right arm straight out from your side and point. Now, turn to face where you are pointing.

STUDENTS DO: Point to the side with right arm, then turn 90 degrees to face West.

TEACHER DO: Walk to a landmark or wall students are facing and tape up the label "West".

TEACHER SAY: Let's practice facing these directions one more time!

TEACHER DO: Instruct students to return to North, then repeat having them face East, South, and West one more time. When students are facing back to West, have them sit back down.

TEACHER SAY:
Let's look back at the map in our student books. Underneath the compass rose, you can see a map. What places do you see on the map?

TEACHER DO: Take student responses until all landmarks on map have been identified. Provide assistance when needed.

TEACHER SAY:
Remember, our compass rose tells use how the directions in the real world are facing on the map. On our map, North is on the top of the rose. This means that if one place is drawn above another place, it is North. If one place is to the right of another place, which direction would it be?
Look at your compass rose to help you.
Tell your **Shoulder Partner**.

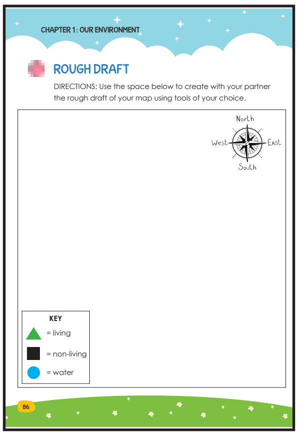
STUDENTS DO: Discuss with **Shoulder Partner**.

TEACHER SAY:
A place to the right would be East.
Now, work with your **Shoulder Partner** to complete the sentences on the bottom of the page. You are going to choose a direction for each blank. Look at our signs if you need help spelling the words for the directions.

READ ALOUD: Use the map to complete the sentences.

STUDENTS DO: Work with **Shoulder Partner** to complete the sentences.

TEACHER SAY:
The school is North of the house.
The hospital is East of the playground.
If you and your partner did not get the correct answers, please change them.



STUDENTS DO: Make corrections if necessary.

TEACHER SAY:
Great job learning something new today. The directions are important for us to learn, because we are going to make a map of the world around us- here at school!

4. Students will end the day's lesson by creating with their partner a rough draft of a map of their school environment. They will use page 86, Rough Draft, of the student book to sketch their draft.

TEACHER SAY:
Rough draft means practice.
You need to make a practice map before you can turn it into a large poster.

Turn to page 86 in your student book.
It says Rough Draft on top.

READ ALOUD: Use the space below to create with your partner the rough draft of your map. Use the key at the bottom to help you draw.

TEACHER SAY:
Think back to when we walked around outside to make observations.
Remember all of the living and non-living things that you saw.
You wrote them on pages 75 and 76 in your student book.
All of those things need to go on your map.

TEACHER DO: Draw an outline of the outdoor space used for the observation walk on Day 2 on the board, with North facing up. Label one major object (tree, fence, wall, etc.) in each of the four directions.

TEACHER SAY: For your rough draft, try to remember where you found each object. If you were over by the ____ (landmark used in drawing), you were North. If you were over by the ____ (another landmark used in drawing), you were East, and so on. Try to put the objects you found in the correct spot, so someone could find them. You do not need to draw actual pictures – today, just use shapes to represent the categories of Living, Non-living, and Water.
The key at the bottom shows you what shapes to use for each.

STUDENTS DO: Create rough draft of map.

Note to Teacher: If time permits, you can take students back outside to create their rough drafts in the space they are drawing. Note every schoolyard will have water features. Students may draw any puddles they saw if it had rained recently, but can skip the water features if there weren't any.

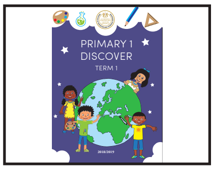
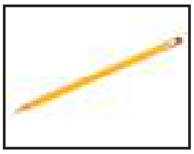
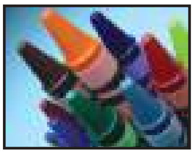
5. Closing: End the lesson by reviewing what the class did today and explaining what the class will do tomorrow.

TEACHER SAY:
Today you created a rough draft of a map of our school environment.
Tomorrow, you will create a large version of this map to show your peers.
You will write sentences about the details on your map.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Write high frequency words to label pictures. • Write sentences describing the places in their environment using geographic characteristics. • Create final map poster project.	• Living • Non-living • Water source • Environment

MATERIALS

Student book	Pencils	Crayons	Blackboard or Chart Paper	Chalk or Markers	Large Poster Paper (one per group)
					

Share (90 mins)

Directions

1. Introduction: Review what students accomplished during previous day. Students will finalize their poster today.

TEACHER SAY:
Yesterday, you began your rough draft, or practice, for your poster project.
I'm going to use Calling Sticks to choose students to tell the class about a living thing you marked on your worksheet with a green triangle.
Then, we will spell that thing on the board together.

TEACHER DO: Use Calling Sticks to call on three or four students. Each student will say a living thing (for example, tree, flower, bush). Ask the class what they think the first letter of the word is. Then write the word on the board under the title, Living Things.

TEACHER SAY:
If I call your name this time, please tell me a non-living thing you marked on your worksheet with a black square.

TEACHER DO: Use **Calling Sticks** to call on three or four more students. Each student will say a non-living thing (for example, rock, building, parked car). Ask the class how to spell the word. Then write the word on the board under the title, Non-living Things. Repeat this for water.

2. Students will need to label their objects in their student books. They can copy the words from the board. If a student has an object that is not listed on the board, you can provide assistance spelling the word or add it to the list on the board.

TEACHER SAY:
Please take out your student book and open back to page 86.
We have a good number of words on the board.
If the written word for your object is on the board, write it above the shape on your map like this.

TEACHER DO: **Draw a large green triangle on the board. Draw a line from the top of the triangle, pointing up. Next to the line, write "tree."**

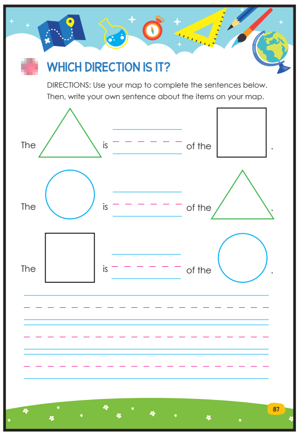
TEACHER SAY:
Write down all of the words that you know or find on our list.
If a word you need is not on the board, and you know how to spell it please write it down.
If you do not know how to spell your word, raise your hand and I will come around to help you spell it. If you don't get everything labeled, that's OK.

STUDENTS DO: **Label the pictures in their student student books.**

TEACHER DO: **Walk around the classroom helping students label their pictures.**

TEACHER SAY:
Now everyone is finished labeling your pictures.
Next, you will write sentences about the items on your map.

3. Students will write sentences showing their understanding of the cardinal directions relative to their own map. They will start by completing a sentence and end by writing their own on page 87 of the student book.



TEACHER SAY:
You are going to look at your map and write sentences about which direction certain items are.
Turn to page 87 in your student book.

READ ALOUD: Use your map to complete the sentences below. Then, write your own sentence about the items on your map

STUDENTS DO: Complete student book page.

Note to Teacher: Provide an appropriate level of support for your current students' learning level. Coordinate with teachers of Arabic and/or English to insure literacy level is appropriate for students.

TEACHER SAY:
Being able to use a map is very important to being able to get around an environment.
You all are doing very well at using your map to explain where things are in our schoolyard.

4. Students will now finalize their posters.

TEACHER SAY:
Now it is time to work together to finalize your map posters.
Right now, you and your Shoulder Partner have two maps.
Work together to make one new map to put on your large poster.
That means that if you have two of the same thing on your drafts, you only need to put one on your final poster. If you have too many different things on your drafts, you will have to work together to decide which ones you will put on your poster.
This time, you will actually draw the objects instead of using shapes.
Color in those pictures with your crayons.
Write your words in your neatest hand writing.

STUDENTS DO: **Complete the map activity, working with a partner.**

Note to teacher: If you have materials, such as one large poster paper per group of students, markers, and crayons, you may want to have students create a large-scale version of their worksheet as their final poster project. If not, students should make a final draft on page 89. Cut this page out if possible to present to the class.

5. Conclusion: Students will finish their projects today and get ready to present their projects to the class during the next lesson.

TEACHER SAY:
Good job finishing your map poster projects today, students.
Tomorrow you will share your good work with the rest of your class.

Lesson 8 Overview

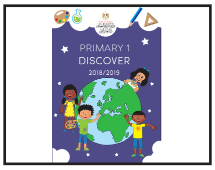
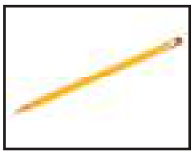
LEARNING OUTCOMES

Students will:
- Share poster with the class.
- Listen respectfully to other groups' posters.
- Compare the similarities and differences.

KEY VOCABULARY

- Living
- Non-living
- Water source
- Environment

MATERIALS

Student book	Pencils	Posters from Day 7
		

Share (90 mins)

Directions

1. Introduction: Review what students accomplished during previous day. Students will share their posters today. If students need more time to finish, some can finish their maps while others practice sharing.

TEACHER SAY:
Yesterday, you and your partner finished your map called "Our Environment Poster."
Today, you will be sharing your map with the class.
When we speak in front of the class, what are some things we want to remember?
I'm going to use Calling Sticks to ask for ideas.

TEACHER DO: Use **Calling Sticks** to call on a handful of students.

STUDENTS DO: Recall guidelines for sharing with the class.

Note to teacher: Answers should include things like, speak loudly so that all students can hear, make eye contact with your audience, don't turn your back to your audience, listen quietly and respectfully. If students do not say things like this, provide suggestions that will help students practice good public speaking behaviors.

TEACHER SAY:
I am going to model good presenting habits.

TEACHER DO: Model how to present the map poster. Use the behaviors discussed above, loud voice, make eye contact, do not turn your back, etc.

Your verbiage should include something like the following:
Partner A (you): My partner ________ and I worked on this poster together. Our map is called Our Environment Poster. We are going to show you a few living and non-living things we found in our schoolyard. We picked a rock that is non-living and a beetle that is living. (Point to the picture on your poster as you say the items). Our beetle is [direction] from our the rock. Our water source is [direction] from our beetle.Thank you for listening to our presentation.

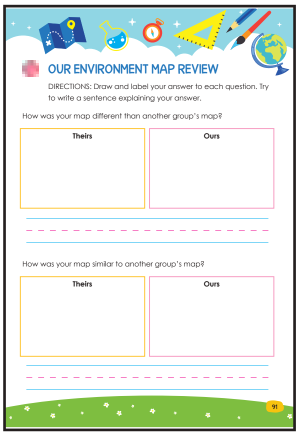
2. All partner groups will present their map posters to the class. If there is not enough time for every group to share to the whole class, split the class into two or three groups for partners to present to smaller groups.

TEACHER SAY:
Does anyone have any questions before we begin?
I am going to use Calling Sticks to select the order in which you present.
If your name or your partner's name is called, then it is your turn to present.

TEACHER DO: Use Calling Sticks to select the order in which students present. Once a group has presented, take the stick out of the container so that it is not pulled again. Continue selecting sticks until all groups have presented.

STUDENT DO: Students will present their poster when called on. Students will listen quietly and respectfully when another group is presenting.

3. After all groups have presented, students will analyze their projects on page 91, Our Enviornment Review, of the student book.



TEACHER SAY:
Students, thank you for sharing your wonderful posters.
Now that you are all done, you are going to compare your poster with another group's poster.
Please open your student books to page 91.

STUDENTS DO: Open student book to page 91.

READ ALOUD: Draw and label your answer to each question. Try to write a sentence explaining your answer.

TEACHER SAY:
You may choose which group's poster you want to compare to yours.
You will draw or write a sentence about how your posters are different and how your posters are the same.

STUDENT DO: Complete page 91 in student book.

Note to teacher: In this worksheet, there is a place for writing and a place for drawing. Many times, students in one class will vary in ability. Some may be able to write a sentence and draw a picture, while others can draw a picture and label it. Some may only be able to draw. Have students do as much as they are capable of, providing support when needed.

4. Closing: Use this opportchaptery to review what the students experienced throughout the chapter and preview Chapter 2.

TEACHER SAY:
Great job class!
I have really enjoyed learning with you during this chapter and seeing all the "Our Environment Poster" maps.
You worked hard learning about different environments in Egypt and the living and non-living things in your surroundings.
In the next Chapter, we will talk about how we play in different environments, and learn about the motions we use to play.

PRIMARY 1

Multidisciplinary

THE WORLD AROUND ME

Chapter 2: Moving Around Our Environment

Theme Overview

Moving Around Our Environment

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Drawing on their previous learning about living and non-living things, students will discover how parts of living things are connected and used to survive. Students will investigate how living and non-living things move and what causes change in movement.	3
Learn	Students will learn about the various modes of transportation common in Egypt and classify them according to the environment in which they travel. Students will learn about appropriate behavior when traveling and traffic rules and signs in Egypt.	2
Share	Students will create and share a model of a form of transportation using materials from the surrounding environment.	3

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Read common, high frequency words by sight.
- Decode regularly spelled one-syllable words.
- Read with sufficient accuracy and fluency to support comprehension.
- Follow written instructions.
- Identify the general idea and retell key information in text.
- Use visual representation and information to describe key ideas.
- Participate in collaborative conversatioons.

WRITING:

- Write two or three word sentences.
- Write high-frequency words.
- Arrange words to form sentences.
- Add drawings to convey meaning.

SPEAKING AND LISTENING:

- Follow agreed-upon rules for discussion.
- Describe with relevant detail.
- Produce complete sentences when appropriate to task and situation.

MATH:

- Count by ones and tens to 100.

SCIENCES:

- Identify parts of things and how one part connect to another.
- Provide evidence that all organisms are made of parts that help them carry out the basic functions of life (external parts).
- Develop an awareness of the relationship of features of living things and their ability to satisfy basic needs that support their growth and survival.
- Compare the different ways objects move.
- Explain that there must be a cause for changes in the motion of an object.
- Develop the abilities to apply the design process.

SOCIAL STUDIES:

- Classify the forms of transportation and how these forms of transport may affect the environment (pollution, etc.).
- Express the importance of the forms of transportation (for example, using drawings or verbal expressions).
- Demonstrate and commit to appropriate behavior when using different of transportation.
- Design a model of the forms of transportation using materials from the surrounding environment.
- Identify and indicate what the traffic signs and signs mean.
- Role play following rules of traffic and transportation.

MEDIA:

- Solve riddles about good behavior using clues.

CH 2 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Identify parts and analyze diagrams of plants and animals. • Discuss how plant and animal parts are needed for survival. • Classify the functions of different plant and animal parts.
2	DISCOVER: **Students will:** • Classify animals and the parts they use for movement. • Classify the ways that animals move. • Name, imitate, and sing about the movement of students, animals, and toys. • Learn academic vocabulary: verb.
3	DISCOVER: **Students will:** • Demonstrate movements in order to play a game. • Investigate and compare how objects move. • Discover that pushes/pulls cause changes in movement.
4	LEARN: **Students will:** • Make a connection between parts of a living thing and parts of a transportation system. • Learn about various modes of transportation. • Learn about the environments in which modes of transportation travel. • Learn about the environmental impact of various modes of transportation. • Practice writing high frequency words.
5	LEARN: **Students will:** • Identify appropriate behaviors on each form of transportation. • Solve riddles about good behavior. • Learn about common traffic rules and signs. • Write sentences about appropriate behaviors and traffic rules.
6	SHARE: **Students will:** • Gather materials from surrounding environment. • Design transportation model.
7	SHARE: **Students will:** • Build model of chosen form of transportation using materials from surrounding environment.
8	SHARE: **Students will:** • Present model to class. • Analyze another student's work in comparison to his/her own.

Lesson 1 Overview

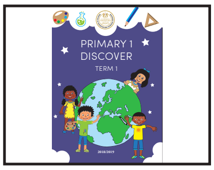
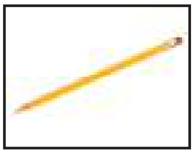
LEARNING OUTCOMES

Students will:
- Identify parts and analyze diagrams of plants and animals.
- Discuss how plant and animal parts are needed for survival.
- Classify the functions of different plant and animal parts.

KEY VOCABULARY

- Diagram

MATERIALS

Student book	Pencils	Markers	Chart Paper
			

Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the new chapter.

TEACHER SAY:
We are starting a new chapter called "Moving Around Our Environment."
What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

STUDENTS DO: Predict what might be part of the new chapter.

TEACHER SAY:
Those were all good ideas.
In this chapter, we will be learning about how parts of things work together to move. We will also learn about transportation – or how people and things move from one place to another. At the end of the chapter, we will create a model – or a small copy - of a form of transportation!

2. TEACHER DO: Engage students in a discussion to review living and non-living things.

TEACHER SAY:
In the last chapter, you created a map of the environment.
The maps showed non-living things.
What were some of the non-living things on your map?
Please raise your hand and name one non-living thing.

STUDENTS DO: Raise hands, when called on, name non-living things in the environment.

TEACHER DO: Call 3-4 students with hands raised to identify non-living things in the environment.

TEACHER SAY:
The maps also showed living things.
What were some of the living things on your map?
Please raise your hand and name one living thing.

STUDENTS DO: Raise hands and, when called on, name living things in the environment.

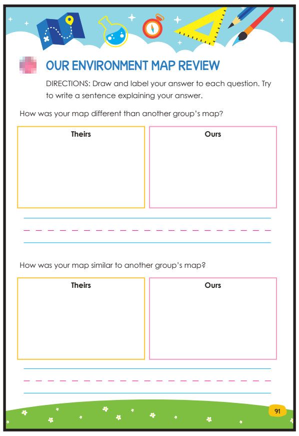
TEACHER DO: **Call on 3-4 students with hands raised to identify living things in the environment.**

TEACHER SAY:
Good memories!
One thing that is different about living things is that they move.
We are going to learn about how living things move.
But first, we need to learn about their parts.

3. TEACHER DO: **Introduce the concept of parts and how they are connected by analyzing the diagram of a plant on page 95 of the student book.**

Note to teacher: The student book uses the idea of a word bank. This is a set of vocabulary words that students are provided, designed to increase familiarity with key terms. You may want to spend a few minutes talking about the idea of a word bank, and talk to students about each word featured.

TEACHER SAY:
Both non-living things and living things have parts.
Different parts have different functions. Think about a pencil.
It has a tip. We use the tip to write. It also has an eraser top. We use the top to erase.
Today, we are going to learn about the parts of living things by reviewing the parts of a plant and discovering the function of each part.
We'll do that by studying a diagram.
A diagram is a drawing that shows the parts of something.
Can you repeat that word and its definition with me? Diagram.



STUDENTS DO: **Repeat the word "diagram."**

TEACHER SAY: **A diagram is a drawing that shows the parts of something.**

STUDENTS DO: **Repeat the sentence.**

TEACHER SAY:
Open your student book to page 95, Plant Diagram.

STUDENTS DO: **Open student book to page 95.**

TEACHER SAY:
The parts of the plant work together to give the plant what it needs.
What do plants need?
Please raise your hand and name one thing that plants need.

STUDENTS DO: **Raise hands and, when called on, name things that plants need.**

TEACHER DO: **Call on 3-4 students with hands raised to recall things that plants need.**

TEACHER SAY:
Plants need sunlight, water, soil, and air.
Let's look at the diagram of the plant to discover the function of each part.
I am going to read the name of a part.
Point to the part when I read the name.

TEACHER SAY: **The first word in the bank is: Leaves**

STUDENTS DO: Point to the part of the plant as the word is read.

TEACHER DO: Read the name of each part. Make sure students are pointing to the correct part. **Use your copy of the student book to show students where you are pointing after giving them a few seconds to point to a plant part.**

READ ALOUD: Use the word bank to label the parts of the plant.

TEACHER SAY: **Can you label the leaves by copying the first word in the word bank onto the line next to the leaves?**

STUDENTS DO: Label the leaves of the plant.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed. Repeat the process above for stem, roots, and flower.

4. TEACHER DO: The second part of the Plant Diagram asks students to think about the function of each plant part. The writing on the page might be out of reach for some students so you may have to read the function descriptions more than once.

TEACHER SAY:
Now that we know the parts of the plant, let's discover the function of each part. The directions tell us:

READ ALOUD: Draw a line from the plant part to its function.

TEACHER SAY:
Listen carefully as I read the function of the part.
Then, we will decide which part does the function.

READ ALOUD:
Holds the plant in the ground. Soaks up food and water from the soil.

TEACHER DO: Think aloud how to decide which part has this function.

TEACHER SAY:
Let me think…It says, "Holds the plant in the ground. Soaks up nutrients and water from the soil." That means, this part must be in the ground.
I see that the roots are in the ground.
I think the roots hold the plant in the ground and soak up nutrients and water from the soil.
Plants need food, like vitamins, to help them grow.
Watch me draw a line from the function to the word "roots."
Then, you draw a line.

TEACHER DO: **Hold up a student book. Draw a line from the function to the word "roots."**

STUDENTS DO: **Draw a line from the function to the word "roots."**

TEACHER SAY:
Let's continue with the next function.

READ ALOUD: **Holds the plant up. Carries nutrients and water from the roots to the different parts of the plant.**

TEACHER SAY:
Nutrients are like vitamins and they help plants and animals grow.
Which part holds the plant up and carries nutrients and water from the roots to the different parts? How do you know?
Talk with your Shoulder Partner.

STUDENTS DO: **Talk with Shoulder Partner** to decide which part does the function described (stem).

TEACHER DO: Circulate around the classroom. Listen to conversations. Make sure students are justifying their answers with evidence.

TEACHER SAY:
The stem holds up the plant. I heard many of you say this to your partner – good job! The stem carries nutrients and water from the roots to the different parts of the plant.
Draw a line from the function to the word "stem."

STUDENTS DO: Draw a line from the function to the word "stem."

TEACHER DO: Circulate around the classroom. Make sure students are drawing the line from the correct function to the correct word.

TEACHER SAY:
Let's continue with the next function.

READ ALOUD: **Lets in air. Uses sunlight to make food.**

TEACHER SAY:
Which part lets in air and uses sunlight to make food? How do you know?
Talk with your Shoulder Partner.

STUDENTS DO: Talk with **Shoulder Partner** to decide which part does the function.

TEACHER DO: Circulate around the classroom. Listen to conversations. Make sure students are justifying their answers with evidence. Then use **Calling Sticks** to ask a few students for ideas. If the first student answers correctly, call on one more student to ask "do you agree?"

TEACHER SAY:
Very good! The leaves let in air.
The leaves use sunlight to make food.
Draw a line from the function to the word "leaves."

STUDENTS DO: **Draw a line from the function to the word "leaves."**

TEACHER DO: **Circulate around the classroom. Make sure students are drawing the line from the correct function to the correct word.**

TEACHER SAY:
Let's continue with the last function.

READ ALOUD: **Makes seeds.**

TEACHER SAY:
Which part of the plant do you think makes seeds? How do you know?
Talk with your Shoulder Partner.

STUDENTS DO: **Talk with Shoulder Partner** to decide which part does the function.

TEACHER DO: Circulate around the classroom. Listen to conversations. Make sure students are justifying their answers with evidence. Then use **Calling Sticks** to ask a few students for ideas. If the first student answers correctly, call on one more student to ask "do you agree?"

TEACHER SAY:
The flower makes seeds.
Draw a line from the function to the word "flower."

STUDENTS DO: **Draw a line from the function to the word "flower."**

TEACHER DO: **Circulate around the classroom.. Make sure students are drawing the line from the correct function to the correct word.**

5. Discuss how the parts of the plant are connected and work together.

TEACHER SAY:
Each part helps the plant get what it needs.
What do you think would happen if there were no roots?
How do you know?

TEACHER DO: Use **Calling Sticks** to choose one or two students to answer the question before continuing.

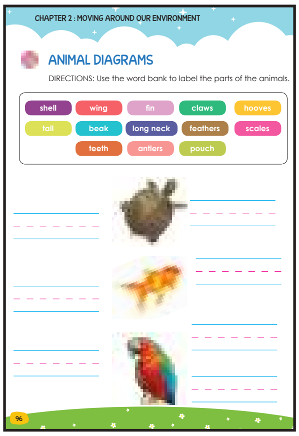
STUDENTS DO: Participate in the class discussion.

TEACHER SAY:
Now let's imagine there are roots to soak up nutrients and water, but there's no stem. What do you think would happen if there was no stem?
Make sure to explain your thinking.

TEACHER DO: Use **Calling Sticks** to choose one to two students to answer the question before continuing.

STUDENTS DO: Participate in the class discussion.

TEACHER DO: Continue asking about what would happen if the other parts didn't exist (leaves and flower).



TEACHER SAY:
Each part is important.
The parts have to work together to get the plant what it needs.

6. TEACHER DO: Transition from the parts of plants to the parts of animals. Students will analyze diagrams of animals on page 96, Animal Diagrams. Pictures and vocabulary terms are provided in the student book to support students as they discover animal parts and their functions.

TEACHER SAY:
Open your student book to page 96.

STUDENTS DO: Open student book to page 96.

TEACHER SAY:
We just learned about the parts of many plants, now let's learn about the parts of animals! On this page you see more diagrams.
These diagrams show the parts of animals.
Let's begin by naming the animals.
When I say the name of an animal, please point to it.

TEACHER DO: Name each animal. Make sure students are pointing to the correct animal.

STUDENTS DO: Point to the animal that is named by the teacher.

TEACHER SAY:
Now that we know the names of the animals, let's label the parts.

READ ALOUD: Use the word bank to label the parts of the animals.

TEACHER SAY:
The first part is "shell."
Do you see an animal on the page that has a shell?
Point to the animal that has a shell.

STUDENTS DO: Point to the animal that has a shell.

TEACHER SAY:
That's right! The turtle has a shell.
Watch me write the word "shell" on the line pointing to the turtle's shell.

TEACHER DO: **Write the word "shell" on the line pointing to the turtle's shell. Hold up the student book so students can see.**

TEACHER SAY:
Now it's your turn. Write the word "shell" on the line pointing to the turtle's shell. Remember to look at the word in the word bank to make sure you are spelling it right. When you are done, cross out the word "shell" in the word bank so you know you have used it.

STUDENTS DO: Use the word bank to write the word "shell" on the line pointing to the turtle's shell.

TEACHER SAY:
The next part listed in the word bank is "wing."
Do you see an animal on the page that has a wing?
Point to the animal that has a wing.

STUDENTS DO: Point to the animal that has a wing.

TEACHER SAY:
That's right! The parrot has a wing.
Watch me write the word "wing" on the line pointing to the parrot's wing.

TEACHER DO: **Write the word "wing" on the line pointing to the parrot's wing. Hold up the student book so students can see.**

TEACHER SAY:
Now it's your turn. Write the word "wing" on the line pointing to the parrot's wing. Remember to look at the word in the word bank to make sure you are spelling it right. When you are done, cross out the word "wing" in the word bank so you know you have used it.

STUDENTS DO: **Use the word bank to write the word "wing" on the line pointing to the parrot's wing.**

TEACHER SAY:
For the next five words in the word bank, I will read the word out loud. Work with your Shoulder Partner to identify the part on the page and write the word on the correct line. When you are done labeling each part, cross it off your list.

STUDENTS DO: **Work with Shoulder Partner** to label animal parts as teacher reads them.

TEACHER DO: Read the next five parts: fin, claws, hooves, tail, and beak out loud one at a time, giving students about a minute to find and label each part before reading the next one. Circulate around the classroom.. Make sure students are correctly labeling.

TEACHER SAY:
Now, for the final six parts, I will read the word out loud and write each on the board. Try to identify these parts on your own. If you get really stuck, you may whisper to your Shoulder Partner to ask for help. When you are done labeling each part, don't forget to cross it off your list so you can keep track of your progress.

TEACHER DO: **Read the next six parts: long neck, feathers, scales, teeth, antlers, and pouch out loud one at a time, giving students about a minute to find and label each part before reading the next one. After reading each word out loud, write it on the board so students can locate the correct word in the word bank. Circulate around the classroom.. Make sure students are correctly labeling.**

STUDENTS DO: **Work independently to label animal parts as teacher reads them.**

7. Support students in the discovery that animal parts help animals survive by classifying the function of each part.

TEACHER SAY:
As you can see on this page, different animals have different parts.
Just like plants, each animal part has a function.
Let's discover the functions of the animal parts.

TEACHER DO: **Create a three-column chart. Title the chart "Functions of Animal Parts." Label the columns "move," "protect," "eat."**

TEACHER SAY:
Our chart has three columns.
Listen carefully as I read the name of each column: move, protect, eat.
Some parts help an animal move.
Some parts help protect an animal.
Some parts help an animal eat.
We are going to decide which job each part does.
We will use the animal diagrams that we just labeled.
Let's start with "shell."
Which job does a shell do? How do you know?

TEACHER DO: Use **Calling Sticks** to choose one to two students to answer the question before continuing.

STUDENTS DO: Tell which function a part does. Justify response.

TEACHER SAY:
A turtle can pull its body inside the shell, so a shell protects the turtle from other animals.
I will write "shell" in the "protect" column.

TEACHER DO: Using student input and reasoning, repeat the process above until each part has been classified. Underneath "move": wing, fin, hooves. Underneath "protect" shell, claws, tail, feathers, scales, antlers, pouch. Underneath "eat": beak, long neck, teeth.

TEACHER SAY:
Let's read our chart together. I will point to the words and read them aloud. Repeat each word after me.

TEACHER DO: Point to each word and read aloud.

STUDENTS DO: When the teacher points to and says a word, repeat the word aloud.

TEACHER SAY:
Can you think of other animal parts that we could add to our list?
Does the part help the animal move, protect, or eat?
Please raise your hand to answer.

STUDENTS DO: Raise hands and, when called on, name animal parts and their function.

TEACHER DO: Call on 3-4 students with hands raised to name animal parts and their function.

8. Closing: End the lesson by reviewing what the students discovered about the parts of living things and how they are connected.

TEACHER SAY:
Today we talked about the parts of plants and animals.
Each part has an important function.
What part did you discover today? What is the function of that part?
Tell your Shoulder Partner.

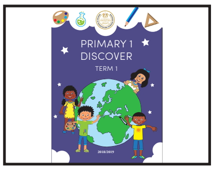
STUDENTS DO: Share a plant or animal part and its job with a **Shoulder Partner**.

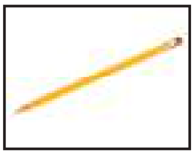
Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Classify animals and the parts they use for movement. • Classify the ways that animals move. • Name, imitate, and sing about the movement of students, animals, and toys. • Learn academic vocabulary: verb.	• Movement • Verb

MATERIALS

Student book	Pencils	Blackboard or Chart Paper	Chalk or Markers	Fiction storybook(s) highlighting movement - optional	"If You Move and You Know It" Lyrics







Discover (90 mins)

Directions

1. Introduction: Use the strategy "Can You Guess My 2-1-4" to engage students in today's lesson. In this strategy, you will give students 2 facts, 1 clue and 4 images about animals moving. They will listen and observe clues to try to guess after each one.

TEACHER SAY:
Yesterday, we discovered that plants and animals have parts that do different functions, o. Who can tell me one of the functions we talked about yesterday?

STUDENTS DO: Raise hands and when called upon, share a function that was talked about in class yesterday.

TEACHER SAY:
We are going to focus on one of those funcitons today.
We are going to do something called "Can You Guess My 2-1-4?" to see if we can guess what job we will focus on today. First I will give you 2 facts, then 1 clue, and finally 4 pictures to help you guess. Ready?

STUDENTS DO: Respond in unison, "yes!"

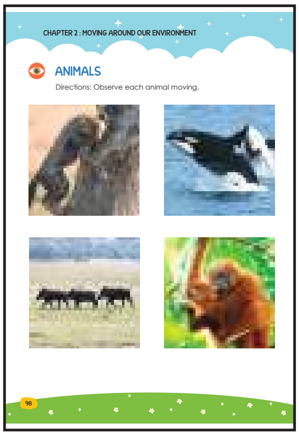
TEACHER SAY:
I will start by telling 2 facts:
Animals can do this in many different ways.
Animals can do this on land, in water, or in the air.
Can you guess my 2-1-4? Can you guess the function?
Share your idea with a Shoulder Partner.

STUDENTS DO: Share ideas with a **Shoulder Partner**.

TEACHER SAY:
Now, I will give you 1 clue:
Animals use their parts to do this.
Now, can you guess my 2-1-4? Can you guess the function?
Share your idea with a Shoulder Partner.

STUDENTS DO: **Share ideas with a Shoulder Partner**.

Note to Teacher: The images shown on page 98, Animals show different animals moving. Students are just to observe the pictures and identify that different parts help animals move. You may wish to have a longer discussion about the animals shown, or continue as outlined below.



TEACHER SAY:
Open your student book to page 98, Animals.

STUDENTS DO: **Open student book to page 98.**

TEACHER SAY:
Look at the 4 pictures.
Can you guess my 2-1-4? Can you guess the function?
Share your idea with a Shoulder Partner.

STUDENTS DO: **Share ideas with a Shoulder Partner**.

TEACHER SAY:
What function do you think we will explore today?
Why do you think so?
Raise your hand to tell me your answer.

STUDENTS DO: **Raise hands and, when called on, explain which function will be explored.**

TEACHER DO: **Call on 3-4 students with hands raised to explain which function will be explored.**

TEACHER SAY:
Today, we will explore how animals use their parts to MOVE.
Then, we will discover the many ways that we can move.

2. Introduce the concept that animals move in different ways according to their body parts by classifying animals and the parts they use for movement.

TEACHER DO: Create a three-column chart. Label the columns “legs," “wings,” “fins.” Next to the three-column chart, create a list of animals with student input.

TEACHER SAY:
Animals move in different ways.
Animals also use different body parts to help them move!
Let’s make a list of animals.
Raise your hand and tell me the name of one animal.
I will write the name of the animal on the board.

STUDENTS DO: Raise hands and, when called on, name one animal.

TEACHER DO: Call on several students with hands raised to name one animal. Aim for a list of 8-10 different types of animals. Make sure to get a variety of animals that have legs, wings or fins to help facilitate the classification discussion.

TEACHER SAY:
Our chart has three columns.
I will point to each label and read it aloud.

Please listen carefully.

TEACHER DO: Point to each label and read aloud: "legs", "wings", "fins."

TEACHER SAY:
Which animals on our list move with their legs?

TEACHER DO: Use Calling Sticks to choose several students to answer the question. Add their responses to the "legs" column on the chart.

STUDENTS DO: Use the list to identify animals that move with legs.

TEACHER SAY:
Which animals on the list move with their wings?

TEACHER DO: Use Calling Sticks to choose several students to answer the question. Add their responses to the "wings" column on the chart.

STUDENTS DO: Use the list to identify animals that move with wings.

TEACHER SAY:
Which animals on the list move with fins?

TEACHER DO: Use Calling Sticks to choose several students to answer the question. Add their responses to the "fins" column on the chart.

STUDENTS DO: Use the list to identify animals that move with fins.

TEACHER SAY:
Great job sorting animals by the parts that help them move! Let's learn even more about these different groups. How do animals with legs move?

TEACHER DO: Use Calling Sticks to choose 1-2 students to answer the question. Add their responses next to the label "legs". Students will likely answer "walk" or "run" first, prompt them with a follow up question such as "What about a rabbit? They have legs, what word do we use to describe how they move?"

STUDENTS DO: Name how animals with legs move (walk, run, hop).

TEACHER SAY:
Can everyone think of an animal with legs and when I say go, walk like that animal for 5 seconds? When I say "stop" head back to your seat. Ready? Go.

STUDENTS DO: Walk like an animal of their choice with legs.

TEACHER SAY:
Stop.

STUDENTS DO: Students return to their seats.

TEACHER SAY:
How do animals with wings move? What word do we use to describe how animals with wings move in the air?

TEACHER DO: Use **Calling Sticks** to choose 1-2 students to answer the question. Add their responses next to the label "wings".

STUDENTS DO: Name how animals with wings move (fly, soar).

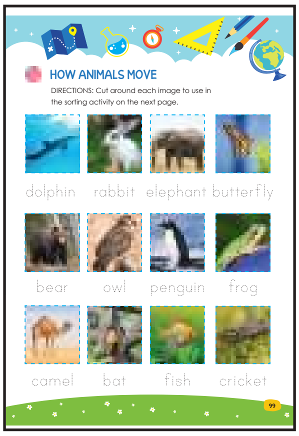
TEACHER SAY:
Our arms are not wings, but can everyone pretend they have wings and flap their arms like they are flying through the air?

STUDENTS DO: Pretend to fly like an animal with wings.

TEACHER SAY:
How do animals with fins move? What word do we use to describe how animals with fins move in the water?

TEACHER DO: Use **Calling Sticks** to choose 1 student to answer the question. Add their responses next to the label "fins."

STUDENTS DO: Name how animals with fins move (swim).



TEACHER SAY:
Our arms are not fins, but can everyone pretend they have fins and move like they are swimming through the water?

STUDENTS DO: Pretend to swim like an animal with fins.

3. Continue to reinforce that animals move in different ways by classifying movements on page 99, How Animals Move, of the student book. This page can be removed from the student book so that students can cut out the images of the animals and paste them into the correct columns, or you may wish to allow students to draw lines, sketch images or write the names of the animals. Modify to meet the needs of your classroom.

TEACHER SAY:
Animals with legs can walk, run, and hop.
Animals with wings can fly.
Animals with fins can swim.
Different parts help animals move in different ways.
Let's discover how some other animals can move.
Open your student book to page 99.

STUDENTS DO: Open student book to page 99.

READ ALOUD: Cut around each image to use in the sorting activity on the next page.

TEACHER SAY:
Let's first look at the groups. Walk, run, hop is one group. Swim is one group. Fly is one group.
Do these look familiar? (pause for students to make the connection between your class chart)
Think about what parts of each animal help it move.
Then think about how each animal moves, then write it in the correct group. Underneath each image the name of the animal is written so you can trace the letters and know how to spell the word.
First, you are going to sort the animals into the right groups.
Then you are going to write the name of your favorite animal from each group at the bottom of the page.

STUDENTS DO: Complete student book page 101 independently.

TEACHER DO: Circulate around the classroom. Provide guidance, as necessary.

4. TEACHER DO: Once students have sorted the animals and indicated their favorites, encourage them to share with partners. Encourage them to consider other ways animals move that don't fall into the categories given in the student book.

TEACHER SAY:
You sorted the animals by how they move – that is great work.
Whisper to your partner which animals were your favorites from each group. (pause for students to share)
We have discovered that animals can move in many different ways.
Are there any other ways that animals can move?

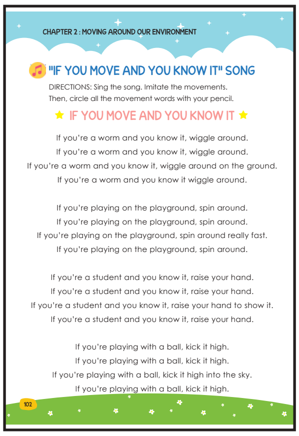
TEACHER DO: Use Calling Sticks to choose 1-2 students to answer the question before continuing.

STUDENTS DO: Share with partners. Brainstorm other ways that an animal can move.

5. Optional activity: Choose a fictional storybook that highlights movement, preferably of the human body or of animals. (Example in English: From Head to Toe by Eric Carle)

TEACHER SAY:
This story is called _________________.
Please listen quietly as I read it to you.

TEACHER DO: Read story aloud to students.


CHAPTER 2 : MOVING AROUND OUR ENVIRONMENT

"IF YOU MOVE AND YOU KNOW IT" SONG

DIRECTIONS: Sing the song. Imitate the movements.
Then, circle all the movement words with your pencil.

IF YOU MOVE AND YOU KNOW IT

If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around on the ground.
If you're a worm and you know it wiggle around.

If you're playing on the playground, spin around.
If you're playing on the playground, spin around.
If you're playing on the playground, spin around really fast.
If you're playing on the playground, spin around.

If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand to show it.
If you're a student and you know it, raise your hand.

If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high into the sky.
If you're playing with a ball, kick it high.

102

TEACHER SAY:
What kinds of movements did you notice in that story?
I am going to use my Calling Sticks to choose students to share their ideas with the class.

TEACHER DO: Use Calling Sticks to choose three to four students to share.

6. TEACHER DO: Transition to the next activity where students will learn a song about movements. You will model by singing the song and showing them the motions to imitate. Then they will sing along with you. The lyrics to the song are on page 102, "If You Move and You Know It" Song in the student book. It can be sung to the tune of "If You're Happy and You Know It" or another tune that is familiar to the students.

TEACHER SAY:
You have been working so hard today! Another good way to learn is to sing. Let's sing a song about movement.
We'll sing together and then do the movements that we sing about.
I'll sing it for you first and show you the movements.
Then, you can sing along with me.
Turn to page 102 in your student book to follow along with the words.

STUDENTS DO: Turn to page 102 in student book.

TEACHER DO: Sing the song once, pointing to the words as you sing.

READ ALOUD:
If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around.
If you're a worm and you know it, wiggle around on the ground.
If you're a worm and you know it wiggle around.
If you're playing on the playground, spin around.
If you're playing on the playground, spin around.
If you're playing on the playground, spin around really fast.
If you're playing on the playground, spin around.
If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand.
If you're a student and you know it, raise your hand to show it.
If you're a student and you know it, raise your hand.
If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high.
If you're playing with a ball, kick it high into the sky.
If you're playing with a ball, kick it high.

STUDENTS DO: Students follow along with the words in their student book, point with their finger to the words as the teacher reads.

TEACHER SAY:
I am going to sing the song again. This time I will do the movements that go with each verse. Watch and join in!

TEACHER DO: Sing a second time, showing students the movements you want them to do with each verse. For the first verse, wiggle your body as you sing. For the second verse, spin around as you sing. For the third verse, raise your hand as you sing. And for the final verse, use both hands to

pretend to kick a ball as you sing.

TEACHER SAY:
This time join me singing and doing the movements! Its fun!

STUDENTS DO: Students sing and do the movements along with the teacher.

Note to Teacher: You can model and sing together as a class as many times as you deem appropriate for your group of students.

TEACHER SAY:
Thank you for singing and moving with me.
You all did a wonderful job!
At the top of page 102 in your student book, it says to circle all of the movement words. Let's talk about movement words next!

Note to Teacher: You may wish to align the learning on verbs below to what is happening in the Arabic and literacy part of the day. Modify to suit the needs of your class by providing additional support or allowing students to work independently or in groups.

7. TEACHER SAY:
We just sang about four movement words.
Movement words are called verbs.
Verbs are words that talk about actions you do or motions. Repeat after me: Verbs are words that talk about actions or motions.

STUDENTS DO: Repeat: "Verbs are words that talk about actions or motions."

TEACHER SAY:
Listen to this sentence. "I jump very high." Which word is talking about action or motion? Raise your hand if you know. Let me say it one more time: "I jump very high."

STUDENTS DO: Student raise hand to answer that "jump" is the verb.

TEACHER SAY:
That is right! "Jump" is the verb, or movement word, in the sentence: I jump very high. Excellent! Now, please take your pencil and circle the verbs, or movement words, in the song on page 102.

STUDENTS DO: Circle verbs in song lyrics.

TEACHER DO: Walk around the classroom to provide assistance to students as needed.

TEACHER SAY:
You should have circled "wiggle," "spin," "raise," and "kick."
All of those are verbs, or movement words.
If you did not circle those words, please correct your work.

STUDENTS DO: Make corrections if needed.

8. Closing: Use this time to review what students have learned about movement and preview what they will learn tomorrow.

TEACHER SAY:
Today, you did a great job learning about how animals can move.
What was your favorite movement in the song we sang?
Take a moment now to show me that movement.

STUDENTS DO: Wiggle, spin, raise their hand or make a kicking motion.

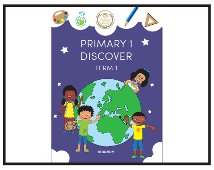
Thank you for showing how you can move!
Tomorrow, we will investigate how non-living things can move.

Lesson 3 Overview

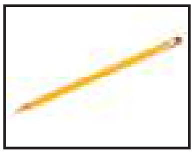
LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Demonstrate movements in order to play a game. • Investigate and compare how objects move. • Discover that pushes/pulls cause changes in movement.	• Investigate • Push • Pull • Movement	Students will be investigating and observing three common items, a ball, block and pencil. If possible, gather multiple sets of these objects so that students can work in small groups. Also, if possible, replicate student book page How Objects Move Investigation, as a large chart to fill in as a class.

MATERIALS

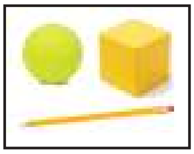
Student book



Pencils



Ball, Block, and Pencil





Discover (90 mins)

Directions

1. Introduction: Review what students discovered about movement by playing a game.

TEACHER SAY:
We have been learning about how living things move, and what verbs we use to describe their movements. Today, we are going to play a game.
In the game you will act out movements.
When I say a verb, you will act out that verb. When I say "freeze", you will stop moving. It is important that we are safe when we play the game.
To be safe with our movements, we will stay in one spot instead of moving around the classroom.
Let's start the game. Start frozen.
Now, hop like a bunny.

STUDENTS DO: Hop like a bunny.

TEACHER SAY:
Freeze!

STUDENTS DO: Stop moving, holding the position they were in when you said freeze.

TEACHER DO: Repeat the process using several different movements.

Note to Teacher: Below are suggestions for movements. Model a movement for students if they are unfamiliar with a verb or animal.
- *Stomp like an elephant.*
- *Flutter like a butterfly.*

- *Slither like a snake.*
- *Walk like a bear.*
- *Waddle like a duck.*
- *Leap like a frog.*
- *Slide like a snail.*
- *Swim like a fish.*
- *Climb like a koala.*

TEACHER SAY:
That was so much fun!
We were moving like animals.
Animals are living things.
Today, we are going to investigate, or find out, how some non-living things can move.

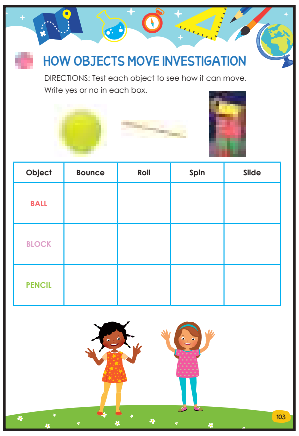
2. Compare how objects move by investigating several common items found in the classroom.

TEACHER DO: Display objects that students will be using for the investigation.

Note to Teacher: For this lesson, a ball, block, and pencil will be used. Ideally, students will work in pairs, with a ball, and block and a pencil of their own. However, this activity works as well with groups of 3-4 students sharing materials. If materials are limited, you can have a station set up with a ball and a station set up with a block. Student groups can rotate to these stations after a set amount of time. Students can work at their desks with a pencil or other object until it is time to go to one of the stations.

TEACHER SAY:
We are going to investigate a ball, a block, and a pencil.
Remind me – are these living or non-living? (pause for students to respond with non-living)
Since these objects are non-living they don't move on their own, but they can move if we make them.
How do you think these objects can move?
Share your ideas with your Shoulder Partner.

STUDENTS DO: Tell a Shoulder Partner how the objects can move.



TEACHER DO: Circulate around the classroom.. Listen to student conversations.

TEACHER SAY:
You have some great ideas. Let's find out more about how the objects move! Today, we are going to test the objects and watch them very carefully. Then we are going to record how each one moves. Open your student book to page 103, How Objects Move Investigation.
We will use this chart to organize our data.
Remember, data is information.

STUDENTS DO: Turn to page 103 in student book.

Note to Teacher: If possible, display a large version of the chart for all students to view.

READ ALOUD: Test each object to see how it can move. Write yes or no in each box.

TEACHER SAY:
I will read the movements. Point to each word as I read. Raise your hand if you have a question about what the movement word means.

READ ALOUD: Bounce, roll, spin, slide.

STUDENTS DO: Point to each word as it is read by the teacher. Raise hands if unsure about what each verb means.

3. TEACHER DO: Each step of this investigation asks students to predict first, before doing the test. This is an important step necessary for science investigations in future grades. Slow students down and ask them to make predictions first to build critical thinking and scientific skills.

TEACHER SAY:
We learned that non-living objects cannot move by themselves.
We will be moving the objects.
It is important that we are moving the objects safely.
I will show you how to test the first object and write yes or no on the chart.
The first object is a ball.

TEACHER DO: Hold up a ball to show the class.

TEACHER SAY:
The first movement is bounce.
Show me thumbs up if you think the ball will bounce.
Show me thumbs down if you think the ball will not bounce.

STUDENTS DO: Predict if the ball will bounce by showing thumbs up or thumbs down.

TEACHER DO: Bounce the ball. Write "yes" in the "bounce" column. You may offer a modification for students who struggle with writing such as making a check mark to indicate yes, an X to indicate no.

TEACHER SAY:
Now, you write "yes" in the bounce column.

STUDENTS DO: Write "yes" in the bounce column.

TEACHER DO: Repeat the process above for "roll".

TEACHER SAY:
The next movement is roll.
Think about what that means – to roll.
Show me thumbs up if you think the ball will roll.
Show me thumbs down if you think the ball will not roll.

STUDENTS DO: Predict if the ball will roll by showing thumbs up or thumbs down.

Now, watch as I move the ball this way - rolling. Observe first and then raise your hand if you can describe what you see.

TEACHER DO: Roll the ball along the floor. Then choose a student with a raised hand to offer a description for the movement.

STUDENTS DO: Answer that the ball is rolling.

TEACHER SAY: So we can also write "yes" in the roll column for ball.

TEACHER DO: Write "yes" in the roll column.

STUDENTS DO: Write "yes" in the roll column.

TEACHER DO: Repeat the process for spinning a ball.

TEACHER SAY:
The next movement is spin.
Think about what that means – to spin.
Show me thumbs up if you think the ball will spin.
Show me thumbs down if you think the ball will not spin.

STUDENTS DO: Predict if the ball will spin by showing thumbs up or thumbs down.

Now, watch as I move the ball this way - spinning. Observe first and then raise your hand if you can describe what you see.

TEACHER DO: Spin the ball on top of a table or desk. Then choose a student with a raised hand to offer a description for the movement.

STUDENTS DO: Answer that the ball is spinning.

TEACHER SAY: **So we can also write "yes" in the spin column for ball.**

TEACHER DO: Write "yes" in the spin column.

STUDENTS DO: Write "yes" in the spin column.

TEACHER SAY:
The last movement on our data table is slide. When an object moves across a table or floor WITHOUT rolling, you call it sliding. I can slide a book across the desk.

TEACHER DO: Move a book across the top of a table to show how it slides without rolling.

TEACHER SAY:
Do you think the ball will slide across the desk? Show me your prediction with a thumbs up or a thumbs down.

STUDENTS DO: Predict if the ball will slide by showing thumbs up or thumbs down.

TEACHER DO: Push the ball on top of a table or desk. Then ask if the ball is sliding.

STUDENTS DO: Answer that the ball is not sliding.

TEACHER SAY: **So we can also write "no" in the slide column for ball.**

TEACHER DO: Write "no" in the slide column.

STUDENTS DO: Write "no" in the spin column.

TEACHER SAY:
Now it is your turn to investigate.
Test how the block and pencil move.
If you are working with a partner or a group, take turns making predictions and handling the object, just like we did as a class.
Start with the block and see if it will bounce, roll, spin, or slide.
Write yes or no in each box of the chart.
Then repeat the tests with the pencil.

STUDENTS DO: **Complete the investigation by testing the next two objects.**

TEACHER DO: **Circulate around the classroom.. Provide guidance, as needed.**

Note to Teacher: Depending on the needs of your students, there are different ways that the investigation can be completed. The teacher can do all of the testing while students only complete the chart. Students can also complete the investigation in small groups or with a partner. The teacher can allow students to work at their own pace or the teacher can direct the investigation step-by-step.

4. Conclude this activity by having students think of other non-living objects that can move in these ways. Engage students in a discussion and push them to explain their answers or provide specific examples.

Note to Teacher: It is important that you correct misconceptions as they occur during this discussion, specifically if students suggest the wrong kind of movement or confuse living vs non-living things.

TEACHER SAY:
The objects moved in different ways.
Can you think of some other objects that bounce?

Please raise your hand and name one object that can bounce.

STUDENTS DO: Raise hands and, when called on, name other objects that can bounce.

TEACHER SAY:
Can you think of some other objects that roll?
Please raise your hand and name one object that can roll.

STUDENTS DO: Raise hands and, when called on, name other objects that can roll.

TEACHER SAY:
Can you think of some other objects that spin?
Please raise your hand and name one object that can spin.

STUDENTS DO: Raise hands and, when called on, name other objects that can spin.

TEACHER SAY:
Can you think of some other objects that slide?
Please raise your hand and name one object that can slide.

STUDENTS DO: Raise hands and, when called on, name other objects that can slide.

TEACHER SAY:
Now that we know how non-living things move, let's disover how we can change their movement.

5. Continue to explore the movement of objects by determining how an object can change in movement. Students will use an item from the investigation to discover that pushes and pulls can change the movement of an object.

TEACHER SAY:
When we were playing the game earlier, I said "Freeze" so you would stop moving.
Then, I told you a new movement and you started moving again.
Now, let's find out how we can make non-living things change movement like that.

TEACHER DO: Give each pair or group of students an object.

TEACHER SAY:
Can you move the object back and forth? Try it!

STUDENTS DO: Move the object back and forth.

TEACHER DO: Allow students time to move the object back and forth.

TEACHER SAY:
Can you move the object in a zigzag pattern? Try it!

Note to Teacher: If students are unsure of a zigzag pattern, draw one on the board.

STUDENTS DO: Move the object in a zigzag pattern.

TEACHER DO: Allow students time to move the object in a zigzag pattern.

TEACHER SAY:
Can you make the object move fast? Try it!

STUDENTS DO: Make the object move fast.

TEACHER DO: Allow students time to make the object move fast.

TEACHER SAY:
Can you make the object move slow? Try it!

STUDENTS DO: **Make the object move slow.**

TEACHER DO: **Allow students time to make the object move slow.**

TEACHER SAY:
How did you make the object change in movement?

TEACHER DO: **Use** **Calling Sticks** to choose several students to share.

STUDENTS DO: Share ideas for change movement of object.

TEACHER SAY:
We can use pushes and pulls to change the movement of an object.
In order for a non-living thing to move, it has to be pushed or pulled.
It cannot move on its own.

Note to teacher: There are many levels of sophistication to add to this discussion from a science standpoint. Friction, force and motion are very complex concepts and will be introduced as students progress in further grades. At this age, students may not be able to fully articulate the difference between pushing something "soft" versus pushing something with more force. Allow students to articulate their ideas about movement without the need for specificity and precision in vocabulary and terminology.

6. Closing: This is the end of the Discover section. Review what students have experienced and preview what they will be learning about in the Learn section.

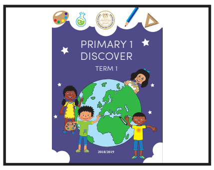
TEACHER SAY:
Over the past three days, we discovered how living things and non-living things move. We discovered that pushes and pulls change movement of objects.
Next, we will learn about ways we move in our environment.

Lesson 4 Overview

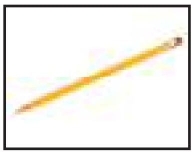
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Make a connection between parts of a living thing and parts of a transportation system. • Learn about various modes of transportation. • Learn about the environments in which modes of transportation travel. • Learn about the environmental impact of various modes of transportation. • Practice writing high frequency words.	• Transportation • Pollution

MATERIALS

Student book



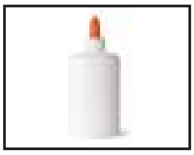
Pencils



Scissors



Glue or Tape



Learn (90 mins)

Directions

1. Introduction: This is a time to connect what students have learned about living and non-living things to transportation systems. They will learn about various modes of transportation, the environment in which they travel, and the environmental impact of each.

TEACHER SAY:
A few days ago, we learned about the parts of a plant and how they are connected and work together to keep a plant alive. We also looked at different parts of animals and thought about how these parts help an animal eat, move or survive.
Just as living things have parts that are connected, our environment has different parts, or places, that are connected.
Can someone tell me how they think different places in our environment are connected?

TEACHER DO: Use **Calling Sticks** to choose three to four students to answer the question before continuing. Desired responses include "roads," "rivers," "by train," etc. If students struggle to answer the question, prompt them to think "how is school connected to your home?"

STUDENTS DO: Share ideas on how places are connected.

TEACHER SAY:
Different places in our environment are connected by roads, rivers, and other ways of traveling from one place to another.
Over the last couple of days, we talked about movement and motion of our bodies.
Traveling from one place to another is another form of movement.
When we travel, we use transportation.
Transportation is what helps us move from one place to another.
Can you all say transportation?

Repeat after me.
Transportation.

STUDENTS DO: Repeat the word "transportation."

TEACHER DO: Lead students in repeating words as many times as necessary to be comfortable with pronunciation. Feel free to provide additional support such as writing the word on the board, etc.

2. TEACHER DO: Students will be naming different forms of transportation common in Egypt. Some may be unfamiliar to students, depending on your region. Coordinate with the teacher of Arabic/English to ensure that students are prepared to identify the different transportation types shown. You may need to provide additional support by writing the different words on the board for students to copy, or you may choose to complete the activity as a class instead of asking students to work independently.

TEACHER SAY:
Let's try to think of different types of transportation that we have taken to travel.
To get to school today, I rode on a bus.
Can you tell your Shoulder Partner how you got to school today?

STUDENTS DO: Tell shoulder partners how they got to school.

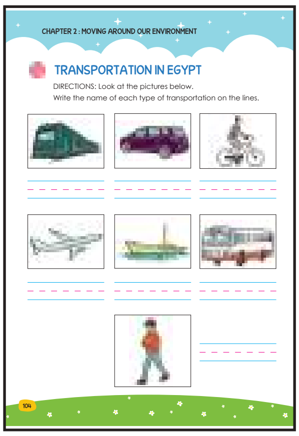
TEACHER SAY:
Most of you probably got to school by ____________.
What are some other types of transportation that people in Egypt might use to get from one place to another?

Note to Teacher: Adjust discussion based on location of your class and typical forms of transportation in your area.

STUDENTS DO: Answer question with ideas.

TEACHER DO: Use **Calling Sticks** to choose three to four students to answer the question before continuing.

TEACHER SAY:
Those were all good ideas.
Let's talk about the seven most common types of transportation in Egypt.
Can we quicky count to seven as a class?
Ready? Go!
1 2 3 4 5 6 7



STUDENTS DO: Count out loud to seven.

TEACHER SAY:
Now, turn to page 104 in your student book.

STUDENTS DO: Turn to page 104, Transportation in Egypt, in the student book.

READ ALOUD:Look at the pictures below. Write the names of each vehicle on the lines.

STUDENTS DO: Write transportation labels under pictures.

TEACHER DO: Circulate around room providing assistance as needed. If students have trouble identifying an image or spelling a word, help them.

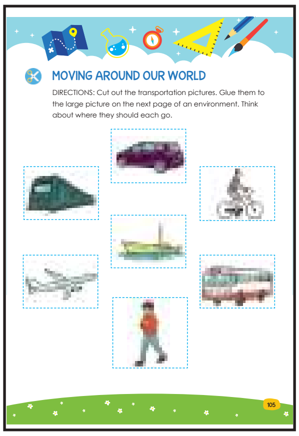
Note to Teacher: All images are of nouns/easily identifiable things, except the child walking. Students might be tempted to label the bottom image as "child" or "student." Correct misconceptions as they occur. They should write something like "walk" or "walking." Encourage students to remember that they are supposed to be identifying the form of transportation, and "child" is not a form of transportation. Ask questions like, "What is the child doing?" To support students who may struggle to write the words, when you hear a student use a word, say "I heard ______," and write it on the board so students can copy.

3. Relate the forms of transporation back to the forms of movement discussed in the previous lesson.

TEACHER SAY:
Very good! Now, let's review a word we learned yesterday. Look back at the pictures on the page, and circle any forms of transportation that have a part that spins.

STUDENTS DO: Circle the forms of transportation that have wheels that spin.

TEACHER SAY:
Good job applying the word spin to a new type of object!
Now, let's learn more about transportation in our country.
The seven most common types of transportation in Egypt are trains, cars, airplanes, boats, bicycles, buses, and walking.
These are how people get around our country.
But you can't use all those types of transportation in every place.
You need to pick the right form of transportation for the environment you're in.



4. Students will use page 105, Moving Around Our World in the student book, to classify in which environment each form of transportation most likely belongs. Students will need scissors and glue (or tape).

TEACHER SAY:
Some forms of transportation can only go in the air or on tracks.
You couldn't ride a boat down a city street and you wouldn't want to drive a bus down a school walking path.
Turn to page 105, Where Does It Go? in your student book.

STUDENTS DO: Turn to page 105 in student book.

READ ALOUD: Cut out the transportation pictures. Glue them to the large picture on the next page of an environment. Think about where they should each go.

STUDENTS DO: Cut out transportation pictures and glue them to the "Where Does It Go?" environment picture.

Note to Teacher: It is not important that every student glues images in the same place(s). What is important is that students put each form of transportation someplace logical that he/she can justify with the information they know and have learned.

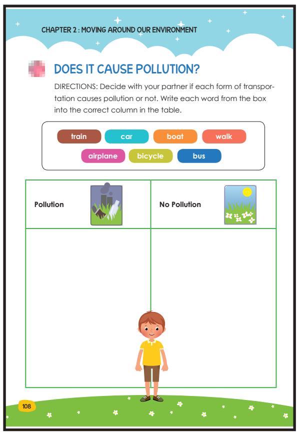
TEACHER DO: Circulate around the classroom. while students are working. Provide assistance as needed.

TEACHER SAY:
Very good work, students!
Turn to your Shoulder Partner and share your picture.
Tell them why you chose to glue your pictures where you did.

STUDENTS DO: Show shoulder partners student book page.

5. The last task students will complete regarding forms of transportation is discussing which forms cause pollution. This is an extension of the stewardship/conservation conversation from Chapter 1. Make reference back to any poignant ideas brought up then.

TEACHER SAY:
During the last chapter, we talked about things we could do to take care of our environment.
We talked about pollution. Remember that pollution is something that can hurt the environment. Trash and smoke are examples of pollution.
Transportation can cause pollution, too.
You are going to work with your Shoulder Partner to decide if each form of transportation causes pollution.
If you do not agree, talk about why you think what you think, and make a decision together.
Remember to always be respectful of the thoughts and words of others.
Turn to page 108 in your student book.



STUDENTS DO: Turn to page 108, Does It Cause Pollution in student book.

READ ALOUD: Write each word from the box into the correct column in the table.

STUDENTS DO: Work with **Shoulder Partner** to complete page 108.

TEACHER DO: Circulate around the classroom. listening to student discussions. An optional extension of this activity is to take the words listed in the word bank, write on large pieces of paper, divide the board or a section of a classroom wall into pollution/no pollution and have students work together to tape the words in the right sections. This may be a good modification for students who struggle with writing.

6. Closing: Review what students learned and preview what they will learn tomorrow.

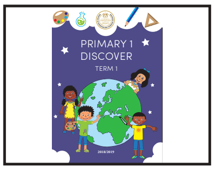
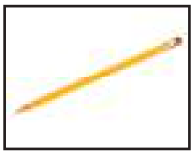
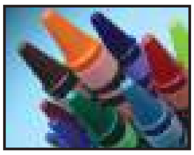
TEACHER SAY:
Today we learned all about the different forms of transportation common in Egypt. Tomorrow, we will talk about appropriate behavior and following rules when you're traveling. As we close, turn to your Shoulder Partner and whisper one rule you know about traveling in the neighborhood.

STUDENTS DO: Share what they already know with a **Shoulder Partner**.

Lesson 5 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify appropriate behaviors on each form of transportation. • Solve riddles about good behavior. • Learn about common traffic rules and signs. • Write sentences about appropriate behaviors and traffic rules.	• Transportation • Appropriate • Traffic rules • Traffic signs

MATERIALS

Student book	Pencils	Blackboard or Chart Paper	Chalk or Markers	Crayons (specifically red, yellow, and green)
				

Learn (90 mins)

Directions

1. Introduction: Students will build on their learning from Lesson 4 by exploring the appropriate behavior for various forms of travel and learning about Egyptian travel rules and signs.

TEACHER SAY:
Yesterday we learned all about the seven most common forms of transportation in Egypt. Today, we are going to learn the appropriate way to behave when we are using each form of transportation.
Let's start by making a list of the types of transportation on the board.
Who can tell me a common form of transportation in Egypt?

STUDENTS DO: Respond with a form of transportation.

TEACHER DO: Choose seven students to respond with a form of transportation. Write each form on board. Continue until list on board is complete. (train, car, airplane, boat, walking, bicycle, bus). Prompt students with questions such as, "how do we get down a river?" if they forget any modes.

2. Students are going to play a stand/sit game. After you name a behavior, students will stand if it is appropriate for the form of transportation. Students will sit if the behavior is not appropriate. Students who cannot stand can raise their hands to participate.

TEACHER SAY:
When we started the school year, we talked about how to show respect with our families. We also know that it is important to show respect in school.
Just like it is important to behave appropriately at school to show respect and keep people safe, it is also important to behave appropriately when you are traveling. It will show respect to the other people traveling with you, and it will keep you and people around you safe.
We are going to play a game!

For every form of transportation listed on the board, I will say behaviors.
When I say a behavior, stand up next to your desk if it is appropriate.
Appropriate behavior means it shows respect and keeps people safe.
Stay seated if the behavior is not appropriate.
I'll show you what I mean.
If we are talking about walking, I could say the behavior "Look both ways when you cross a street."
That behavior is appropriate, so you should all stand up.

STUDENTS DO: Stand up next to desk.

TEACHER SAY:
Great! You are ready to play.
Please be seated.
We will start with riding an airplane.
The first behavior is "Speak quietly to the person next to you."
Is that appropriate? If yes, stand up. If no, stay seated.

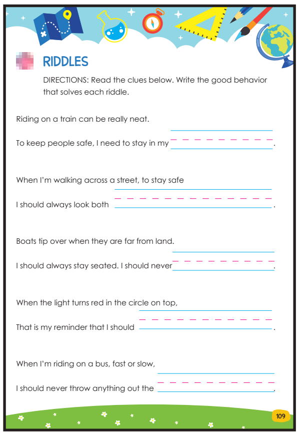
STUDENTS DO: **Stand up.**

TEACHER SAY:
Yes, that behavior is appropriate, because it shows respect.
You may all sit down.
The next behavior is "Run up and down the aisle."
Is that appropriate? If yes, stand up. If no, stay seated.

STUDENTS DO: **Stay seated.**

TEACHER SAY:
That behavior is not appropriate, because it does not keep people safe.
You should have stayed seated.

TEACHER DO: **Repeat for each remaining form of transportation. Suggested behaviors include "Staying in your seat," "Throwing things out the window," "Standing up," "Screaming," "Wearing a helmet," etc. Add appropriate/inappropriate behaviors that are relevant to your group of students.**


RIDDLES

DIRECTIONS: Read the clues below. Write the good behavior that solves each riddle.

Riding on a train can be really neat.
To keep people safe, I need to stay in my ______.

When I'm walking across a street, to stay safe
I should always look both ______.

Boats tip over when they are far from land.
I should always stay seated. I should never ______.

When the light turns red in the circle on top,
That is my reminder that I should ______.

When I'm riding on a bus, fast or slow,
I should never throw anything out the ______.

109

3. Students will work with a **Shoulder Partner** to complete page 109 , Riddles, of the student book.

TEACHER SAY:
You know a lot about whether a behavior is appropriate or not appropriate!
Work with your Shoulder Partner to solve the riddles on page 109 of your student book and figure out the good behaviors.
Turn to page 109 now.

STUDENTS DO: Turn to page 109 in student book.

READ ALOUD: Read the clues below. Write the good behavior that solves each riddle.

TEACHER SAY: **Point to each word as I read each riddle. Then finish the riddle with your Shoulder Partner.**

TEACHER DO: Read each riddle out loud, then allow students time to finish each riddle before reading the next one. You may also choose to discuss each and complete this as a class, depending on the needs of the students in your class.

STUDENTS DO: Work with a **Shoulder Partner** to complete riddles.

4. Make a connection with students between behaving appropriately and following rules. Students might be too young to know or understand traffic rules, so keep examples basic and scaffold as needed. Students will use the text on page 110, Traffic Rules and Signs, of the student book to learn about rules and signs.



TEACHER SAY:
There are traffic rules and signs that tell us how to act appropriately, so we can respect others and keep others safe while we travel.
We are going to read about some together.
Please turn to page 110 of your student book and read along with me.

STUDENTS DO: Turn to page 110 of the student book.

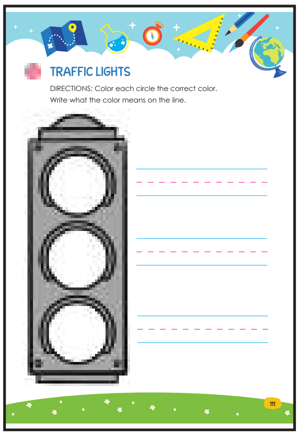
READ ALOUD: "Our roads are very busy…"

TEACHER DO: Read entire passage while students read along. Explain the road signs at the bottom of the page.

Note to Teacher: If your students posses the literacy skills to read independently, you can have them read with partners or silently by themselves. Consult teacher of Arabic to ensure appropriate literacy level.

TEACHER SAY:
Two of the signs on the page say "STOP."
It is very important that we pay attention to signs when they tell us to stop.
The traffic sign also tells us when to slow down and when to go.
The red light means stop.
Who can tell me which light means go?

STUDENTS DO: Answer question.



TEACHER SAY:
Green means go!
Yellow means slow down and get ready to stop.
Please take out your red, yellow, and green crayons.
Open your student books to page 111.

STUDENTS DO: Take out crayons and open student book to page 111.

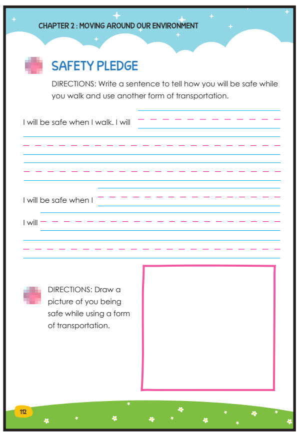
READ ALOUD: Color each circle the correct color. Write what each color means on the line.

STUDENTS DO: Complete traffic sign activity.

5. Students will end Lesson 5 by writing sentences to complete their "Safety Pledge" on page 112 in their student books.

TEACHER SAY:
I want you to think about the types of transportation you use the most.
We all walk often.
What other ways to we get from one place to another?

TEACHER DO: Use **calling sticks** to choose 3-4 students to answer question before continuing.



STUDENTS DO: When called on, offer ideas to answer the question.

TEACHER SAY:
Whether we are walking or using another form of transportation, we always need to be safe.
That means using appropriate behavior and following all the traffic rules and signs.
You are going to write three sentences telling what you will do to stay safe while you are walking and while you are using another form of transportation.
Turn to page 112 in your student book. It says Safety Pledge on top.

STUDENTS DO: Turn to page 112 in student book.

READ ALOUD: Write a sentence to tell how you will be safe while you walk and use another form of transportation.

STUDENTS DO: Write two sentences.

TEACHER DO: Circulate the classroom while students write their sentences. If they need help spelling a word, provide them with the spelling. You may wish to modify this activity by completing as a class, or allowing students to pantomime how they will act instead of writing the sentences.

READ ALOUD: Now, draw a picture of you being safe while using a form of transportation.

STUDENTS DO: Draw picture depicting safe actions using transportation.

6. Closing: Students have now finished the Learn portion of the chapter. Review what they have learned to preview the project they will be completing in Share.

TEACHER SAY:
I am proud of all your hard work learning about transportation and appropriate and safe travel behavior!
Tomorrow, you will begin working on your design project.
You are going to create a model of one of the forms of transportation using things that we can find in our environment.

Lesson 6 Overview

LEARNING OUTCOMES

Students will:

- Gather materials from surrounding environment.
- Design transportation model.

KEY VOCABULARY

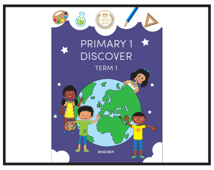
- Engineering
- Design process
- Design plan
- Materials
- Model
- Idea
- Materials
- Plan
- Build

LESSON PREPARATION FOR THE TEACHER

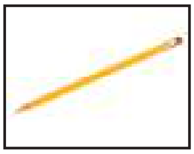
Optional – prepare a large poster of the modified design process as shown in the student book on the Design Process page.

MATERIALS

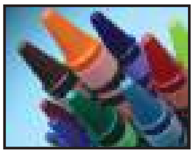
Student book



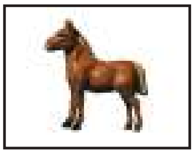
Pencils



Crayons



Model (toy house, animal figurine, or something similar)



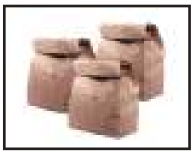
Blackboard or Chart paper



Chalk or Markers



Bags to collect materials – one per partner group



Bell



Share (90 mins)

Directions

1. Introduction: This is a time to introduce the culminating project to your students for this chapter.

TEACHER SAY:
Today you will begin your project.
Together with your Shoulder Partner, you will be creating a model of a form of transportation.
Does anyone know what a model is?
If I call your name, please tell me what you think a model is.

TEACHER DO: Use **Calling Sticks** to choose three to four students to answer the question before continuing.

STUDENTS DO: Share ideas about what a model is.

TEACHER SAY:
Thank you for sharing your ideas.

A model is a three-dimensional representation of something.
Three-dimensional means it is not flat.
It is smaller than the real thing.
This is an example of a model.

TEACHER DO: If possible, hold up a model of something. This can be anything, a toy house, or animal figurine, etc.

TEACHER SAY:
Your model will not look like these because it will be made by you!
You and your Shoulder Partner will do your best to create a model of one of the types of transportation we have been studying. You will be using just the materials you can find in our school yard. You will have to be creative!
Let's review the list of the seven different types of transportation.
Raise your hand if you would like to share with the class.

STUDENTS DO: **Volunteer different forms of transportation.**

TEACHER DO: **Call on 7 students, or enough to list the seven modes of transportation studied (car, bus, train, walking, bicycle, airplane, boat). Write the forms of transportation the students suggest on the board in a list for all students to see.**

TEACHER SAY:
These are forms of transportation people use to get from one place to another.
Discuss with your Shoulder Partner the form of transportation that you would like to make into a model.

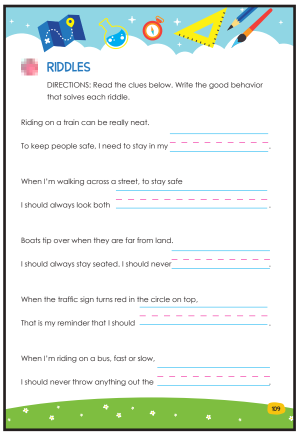
STUDENTS DO: **Decide with Shoulder Partner.**

2. Students will use the design process to complete their model projects. The process introduced, as shown in this flow chart, is a modification of more complex design processes that students will be introduced to in later grades. You may choose to create a large poster of this process and post in your classroom.

TEACHER DO: Take students through the project step by step using the student book as a guide, starting on page 113, Design Process.

TEACHER SAY:
Open your student book to page 113.
Do you see the 4 steps listed at the top of the page?
The words in the boxes are: IDEA, MATERIALS, PLAN, BUILD
Let's say those words together. (pause for students to repeat vocabulary)
In order to create our models, we are going to use the design process.
That means taking our project and breaking it into steps that we will do one at a time.
The first step is to have an idea.
Your idea for this project is the form of transportation, which you and your partner just chose.

STUDENTS DO: **Open student book to page 113.**


RIDDLES

DIRECTIONS: Read the clues below. Write the good behavior that solves each riddle.

Riding on a train can be really neat.
To keep people safe, I need to stay in my ______.

When I'm walking across a street, to stay safe
I should always look both ______.

Boats tip over when they are far from land.
I should always stay seated. I should never ______.

When the traffic sign turns red in the circle on top,
That is my reminder that I should ______.

When I'm riding on a bus, fast or slow,
I should never throw anything out the ______.

109

READ ALOUD: **Each box contains a step to help you design your model. Follow your teacher's direction to complete each step.**

TEACHER SAY:
Please write down your idea - the form of transportation you and your partner chose in first box.

STUDENTS DO: **Write form of transportation.**

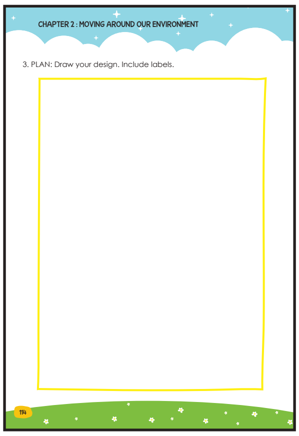
TEACHER SAY:
The next step is to think about what materials you have available.
You will be collecting materials from our school yard to build your model. You might use twigs or rocks or leaves or anything else from the school yard.
Note to teacher: You may also wish to allow students to use recycled materials such as plastic bottles, aluminum cans, straws, etc.

Take some time to discuss with your shoulder parther.
Then, write down or draw your material ideas in the large box on the student book page. If you need to, look back at pictures of Transportation in Egypt on page 104. What will you use to represent each part in the picture?

STUDENTS DO: Work with their **Shoulder Partner** to brainstorm possible materials to use for their model.

TEACHER SAY:
Now that you have brainstormed the materials you think you will use, you need to create a design plan.
This means that you will draw a picture of your form of transportation and label it with the materials that you will use for each part.
This is what real engineers do when they are building models to turn into real things. Your drawing should look a little like the diagrams of plants and animals we completed at the beginning of the chapter: They should have lines next to different parts where you list the material you will use.
I will demonstrate an example of how to do this.

TEACHER DO: Pick an example of a model that is not transportation, for example a house. Say aloud what you would be thinking about silently. Use chart paper to show how you would draw your design plan. "I would like to find a piece of wood for the main part of the house, so I will draw the wood here and label it wood. Next, I think I will find leaves for my windows. I am drawing squares for windows and labeling them leaves. I will find a piece of bark to be the roof."



TEACHER SAY:
Now it is your turn.
You and your Shoulder Partner will discuss, draw, and label your design plan.
You should each draw and label the design in your student book on page 114.

STUDENTS DO: Create a design plan with a **Shoulder Partner**.

TEACHER DO: Circulate around the classroom. providing assistance as needed.

7. Prepare the class to go outside for the next portion of the lesson. If this is not possible, have an assortment of materials in the classroom for the students to choose from.

TEACHER SAY:
Next, you will take a walk around the school to collect your materials.

TEACHER DO: Pass out one bag per group for students to collect the materials they find.

TEACHER SAY:
Please carry your bag and student book and stand next to your partner in the line.
When you line up, please be respectful of your neighbor's space and stay silent so you can hear my directions.

STUDENTS DO: Line up with supplies. Walk outside silently.

TEACHER SAY:
You will have __ minutes to walk around the school and collect your materials.
Focus on trying to find the materials you wrote down in your student book.
If you cannot find them or if you see something else that will help you build your model, pick it up and put it in your bag.
When you hear me ring my bell, please line up here again.

STUDENTS DO: Walk around the school with their partners collecting materials for their model.

Note to teacher: If students can't find something they wanted to use for a part of the model, encourage them to find something else that will work as well for that same part of the model.

TEACHER DO: Walk and interact with the students as they are collecting materials. At the end of

the allotted time, ring the bell and call the students in to line up. If you do not have a bell, determine a different method of calling attention. Make sure to have a method for labeling the bags students have collected so they can gather for the following lesson.

TEACHER SAY:
It is time to return to the classroom.
Please line up.

STUDENTS DO: Line up with partner.

TEACHER DO: Walk students back to the classroom.

8. Closing: Preview what the class will do tomorrow.

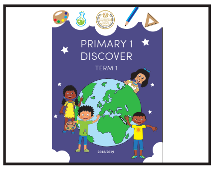
TEACHER SAY:
Let's look at the four steps in the design process.
Did you write your idea? (pause for all students to say yes or show thumbs up)
Did you think of materials? (pause again)
Did you draw your design plan? (pause again)
What is left?
BUILD.
Tomorrow you will use your materials to build your model.

Lesson 7 Overview

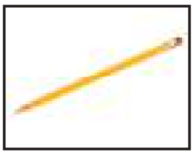
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Build model of chosen form of transportation using materials from surrounding environment.	• Design process • Design plan • Materials • Model • Adhesive • Build

MATERIALS

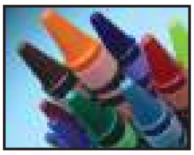
Student book



Pencils



Crayons



Blackboard or Chart Paper



Chalk or Markers

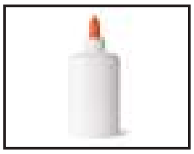


Scissors



Model materials

Adhesives: Glue, Tape, String, Hot glue



Share (90 mins)

Directions

1. Note to teacher: If additional materials are available, you can bring in extra supplies, such as paper plates, bottle caps, egg cartons, etc. This is not necessary, but may help students build better models, especially if they did not find everything they had planned to during Lesson 6. 2. Introduction: Review what students completed towards their project goal on Lesson 6.

TEACHER SAY:
Yesterday, you and your Shoulder Partner selected a form of transportation, drew a design plan, and collected materials from around the school yard.
Today you will BUILD your models.
When you build a model, you need to attach the materials together.
What are some ways you can attach materials together?

STUDENTS DO: Share ideas.

TEACHER DO: Choose 3-4 students to share ideas. Suggestion can include: regular glue, hot glue, tape, and string

3. Students should refer back to yesterday's page 114, Design Process, of their student books to review design plan before building their model. You should have adhesives available for the students to use.

TEACHER SAY:
Those were all good examples.

They are called adhesives- materials that help things stick together.
Today, we have these adhesives to work with: _______________
We are going to use these, along with your design plan and materials, to build your model.
That is the next step in the design process: build.
Open your student book to your design plan on page 114.

STUDENTS DO: Open student book to page 114.

TEACHER SAY:
You and your partner are going to start building your model with all of your materials.
You can also add color to your materials with crayons and markers to make your model look even more like the object it is representing.
Are there any questions before you get started?

STUDENTS DO: Ask any questions to clarify what they need to do.

TEACHER DO: Answer questions as needed.

TEACHER SAY:
You and your partner have about 30 minutes to build your model.
I will be walking around to observe your work and give assistance if you need it. Don't forget that if you glue things together, you will need to wait a bit for the glue to dry before putting anything else on your model. If you have some wait time, try to add detail and color to your design plan. If your plan is complete, look back through this chapter in the student book and make sure you have all pages completed.

STUDENTS DO: Build their models with their partners.

TEACHER DO: Walk and interact with the students as they are building their models. About five minutes before the allotted time is over, give the students a warning that time will be up soon.

4. Building models is a perfect time to reinforce responsibility and cleanliness in the classroom.

TEACHER SAY:
It is time to stop building and put your models away.
I need one partner to bring put your model here where it will be safe until tomorrow.

TEACHER DO: Select an area for students to store their models until tomorrow's lesson.

STUDENTS DO: One student in the group places their model in the designated space.

TEACHER SAY:
We are all responsible for the cleanliness of this classroom.
Let's take a few minutes to clean up your area.
When you finish, you can also help your neighbors clean up their areas as well.
If we all work together, cleanup is faster and easier.

STUDENTS DO: Clean up the classroom.

TEACHER DO: Help students clean the classroom. Serve as a model on how to work hard cleaning not only your own space but helping others clean theirs. Use any procedures or roles that are used at other times during the school day for cleaning.

TEACHER SAY:
Thank you for cleaning. Your models are finished, and I'm so excited to see them all tomorrow!
Tomorrow you and your partner will share your model with the rest of the class.

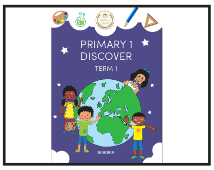
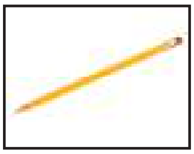
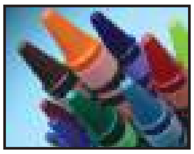
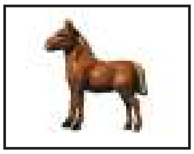
5. Closing: Encourage students to think about the next lesson.

TEACHER SAY:
Between now and tomorrow's class, think about what you would like to say to the class about your model. Before you present tomorrow, I will give you time to discuss and practice this with your partner.

Lesson 8 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Present model to class. • Analyze another student's work in comparison to his/her own.	• Design plan • Design process • Materials • Model

MATERIALS

Student book	Pencils	Crayons	Model
			

Share (90 mins)

Directions

1. Introduction: Take this time to review with the students what they have completed so far towards their project. Refer to the poster of the design process, if you created it for Lesson 6.

TEACHER SAY:
We have been working through the design process.
Let's review the steps.
First you had an idea.
Next, you drew a design plan and gathered your materials.
Yesterday, you used your plan, materials, adhesives, and crayons to build your model.
Does anyone remember what you will be doing today?

STUDENTS DO: Respond to question.

TEACHER DO: Use Calling Sticks to choose a student to answer.

TEACHER SAY:
That's right, you will be presenting or sharing your models.
What kinds of things do you think you should talk about when you share your model?

STUDENTS DO: Respond to question.

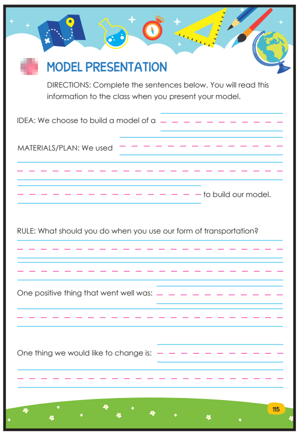
TEACHER DO: Use Calling Sticks to choose three to four students to answer.

2. Students will use page 115 in their student book to record information they will say when they present their models to the class. The list of things to share is in the teacher directions below, however you may wish to create and post a simplified checklist to support your students.

TEACHER SAY:
When you present your model, you should:
- **Share your idea: identify what form of transportation you selected.**
- **Talk about the materials you used to build the model.**
- **Talk about how your plan helped you build your model.**

- **Share one rule or guideline for staying safe while using this form of transportation.**
- **Finally, tell the class one positive thing – something that went well - as you designed your model, and one thing you would change if you started all over again.**

Discuss all of these things with your Shoulder Partner.
You will write them down to help you with your presentation.
Open your student book to page 115, Model Presentation.



STUDENT DO: Open student book to page 115.

READ ALOUD: Complete the sentences below. You will read this information to the class when you present your model.

TEACHER DO: Read each line on the student page to students, pausing to allow partners to discuss. You may choose to complete this together as a class for one student pair as an example, modifying the directions and writing expectations as necessary for your students.

STUDENTS DO: Complete presentation template.

TEACHER DO: Circulate around room providing assistance as needed.

Note to Teacher: Consult with teacher of Arabic to insure appropriate literacy level. If students need extra support, allow partners to prepare a different way that does not involve writing sentences, perhaps by practicing quietly in a corner or in the hallway with additional support from other students or with a teachers' helper if available.

TEACHER SAY:
The last thing you need to do before you present is decide which parts you will say and which parts your partner will say.
Look at your student book and make a mark to show who will say which parts.

STUDENTS DO: **Discuss with partner and mark which parts each will share.**

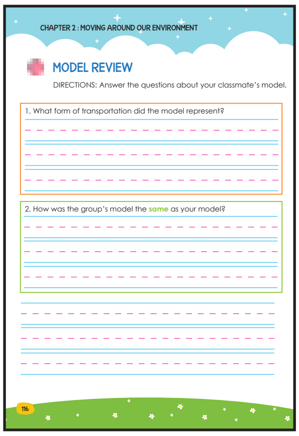
3. Students will use their Model Presentation page to present their model to the class.

TEACHER SAY:
Now that you are prepared to present, I will call you up using Calling Sticks.
If either you or your partner is called, then it is your group's turn.
When others are sharing, please be silent and respectful.
Pay special attention to the other students' presentations because you will be asked to answer some questions about their presentations when everyone is finished.

TEACHER DO: **Select the students to present using Calling Sticks.**

STUDENT DO: Each group of students gives a presentation about their model.

4. The next activity directs students to reflect on the similarities and differences between a students own work and that of classmates. This may be something that students can complete independently, but if your class is not ready for the literacy demands of this exercise, feel free to complete as a class.



TEACHER SAY:
Thank you for all sharing your models with the class.
I enjoyed hearing about your steps in the design process.
Now, think about one of your classmate's models

What form of transportation did the model represent?
How was the group's model like your model?
How was the group's model different from your model?
Please open your student books to page 116. It says Model Review on top.

STUDENTS DO: **Open student book to page 116.**

READ ALOUD: **Answer the questions about your classmate's model.**

STUDENTS DO: **Complete the student book page.**

TEACHER DO: **Circulate around room providing assistance as needed.**

Note to Teacher: Consult with teacher of Arabic to ensure appropriate literacy level. If your students do not have the skill to answer these questions in writing independently, provide sample sentences on the board for them to copy. Examples: "It was the same form of transportation." "It was a different form of transportation" "They used the same materials." Another modification is to allow students to use pictures to show their thinking if writing is difficult.

TEACHER SAY:
Please raise your hand if you would like to share your answers.

STUDENTS DO: **Share answers.**

TEACHER DO: **Select 3-4 students to share their student book answers.**

5. Closing: This is the end of the Chapter. Take this time to review what students have learned and accomplished. Add reflective questions after each sentence to encourage students to synthesize learning.

TEACHER SAY:
I am very proud of all you have learned in this chapter.
You learned all about how we move in the world around us.
What are different ways we can move?
How the parts of our body are connected and move.
What parts of our bodies helps us move?
What about animals – how do their body parts help them move?
How the parts of our world are connected, and how we travel from place to place.
How do we travel from place to place?
How the parts of the design process help us move through completing a project.
What are the parts of the design process?
Now that we know how to move in the world around us, we are going to learn how to grow food in the world around us!

PRIMARY 1

Multidisciplinary

THE WORLD AROUND ME

Chapter 3: Growing Food in the World Around Us

Theme Overview

Growing Food in the World Around Us

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover patterns in nature including sunrise, sunset, and the characteristics of each of the four seasons. Students will classify clothing, fruits, and vegetables by season and explain the importance of fruits, vegetables, and healthy food choices.	2
Learn	Students will learn about agricultural jobs and tools and about the importance of farmers. Students will learn why plants are important to human growth and survival and discuss common uses of plants.	2
Share	Students will cultivate and care for a classroom garden. Students will share the importance of plants and ways to care for them by creating a newsletter.	3

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Orally produce single syllable words by blending sounds.
- Read common, high-frequency words by sight.
- Decode regularly spelled one-syllable words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with prupose and understanding.
- Ask and answer questions about key details in a text.
- Read literature of appropriate complexity for Primary 1.
- Follow written instructions.
- Participate in collaborative conversations.
- Ask and answer questions about key details in a text read aloud of information presented orally.
- Sort words into categories in order to demonstrate understanding of a concept.

WRITING:

- Write letters.
- Write two or three word sentences.
- Write high-frequency words.
- Arrange words to form sentences.

SPEAKING AND LISTENING:

- Mimic sounds.
- Pronounce sounds.
- Pronounce short and long vowel sounds.
- Combine syllables to form words.
- Follow agreed upon rules for discussions.

MATH:

- Count by ones and tens to 100.
- Read and write numerals from 0 to 100.

SCIENCES:

- Observe daily movement of sun in the sky (sunrise, sunset).
- Describe space/time relations such as up, down, behind, in front, before, after, etc.
- Explain the importance of plants and animals for humans and how to care for them.
- Make observations using the 5 senses.

SOCIAL STUDIES:

- Distinguish between the four seasons of the year using pictures.
- Compares clothing for winter and summer, etc.
- Expresses the characteristics of the seasons of the year with different methods (drawings, songs, etc.).

MUSIC:

- Sing songs that include new vocabulary words.
- Participate in group singing.
- Respect the performance of others in singing.

ECONOMICS AND APPLIED SCIENCE:

- Explain the importance of breakfast and its components.
- Differentiate between winter and summer fruits and vegetables.
- Explain the importance of fruits and vegetables.
- Identify some correct and incorrect nutritional practices.

MEDIA:

- Describe the appearance and elements of a newsletter.
- Contribute theme-related information to the newsletter.

VOCATIONAL FIELDS:

- Identify various agricultural jobs and tools in images and pictures.
- Complete jigsaw puzzles related to various plants.
- Identify the relationship between agricultural professionals and the tools they use.
- Describe an agricultural profession they prefer.
- Match pictures of agricultural workers with their professions.
- Match pictures of agricultural tools with the professionals who use them.
- Explain the importance of various agricultural professions in the commchaptery.
- Maintain cleanliness of the class garden.
- Cooperate with classmates to cultivate plants in the classroom.

CH 3 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	**DISCOVER: Students will:** • Observe the movement of the sun in the sky through the illustrations of a story. • Discover the characteristics of the four seasons through song lyrics. • Distinguish between the four seasons using pictures. • Classify clothing as winter or summer.
2	**DISCOVER: Students will:** • Read a story about fruits and vegetables that are grown in winter or summer. • Classify fruits and vegetables as grown in winter or summer. • Explain the importance of fruit and vegetables. • Identify healthy food choices.
3	**LEARN: Students will:** • Identify agricultural jobs and tools. • Compare agricultural jobs to industrial jobs. • Classify tools used for agricultural work.
4	**LEARN: Students will:** • Complete a jigsaw puzzle about plants. • Discuss the importance of plants to animals and humans. • Explain why farmers and agricultural jobs are important. • Discuss multiple uses of plants.
5	**SHARE: Students will:** • Explore and learn the needs of plants. • Practice caring for plants.
6	**SHARE: Students will:** • Write and illustrate a classroom newsletter.
7	**SHARE: Students will:** • Rehearse a classroom newsletter presentation. • Present a classroom newsletter.

Lesson 1 Overview

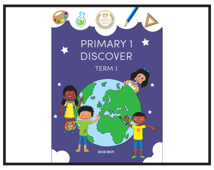
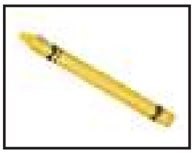
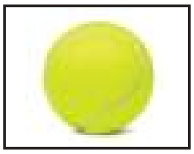
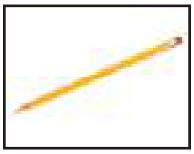
LEARNING OUTCOMES

Students will:
- Observe the movement of the sun in the sky through the illustrations of a story.
- Discover the characteristics of the four seasons through song lyrics.
- Distinguish between the four seasons through pictures.
- Classify clothing as winter or summer.

KEY VOCABULARY

- Agriculture
- Sunrise
- Sunset
- Season
- Pattern

MATERIALS

Student book	Yellow crayon	Any kind of ball – big enough for whole class to see at once (>15cm in diameter)	Pencil
			

Discover (90 mins)

Directions

Note to Teacher: By the end of this chapter, students will be cultivating and caring for a garden. If you have not already, it might be helpful to plant a garden before the chapter begins. If outdoor space for a garden is not available, containers in the classroom can work as well.

1. Introduction: This is a time to excite your students about the new chapter.

TEACHER SAY:
We are starting a new chapter called "Growing Food in the World Around Us."
What do you think we might learn?

TEACHER DO: Use **Calling Sticks** to choose three students to answer the question before continuing.

STUDENTS DO: Predict what might be part of the new chapter.

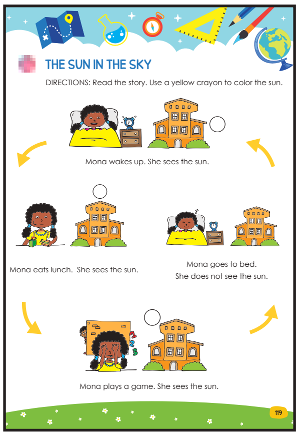
TEACHER SAY:
Good job taking clues from the chapter title!
In this chapter, we will be learning about plants, like fruits and vegetables.
We will learn about jobs in agriculture. Agriculture is another word for farming. Agriculture is growing crops and taking care of animals.
Can we say that word and definition together? Repeat them after me.
"Agriculture. [pause] Agriculture is growing crops and taking care of animals."

STUDENTS DO: Repeat the word and definition.

TEACHER SAY:
At the end of this chapter, we will be growing and taking care of a garden.
We will create a newsletter to tell others about importance of plants and how to take care of them.

2. Introduce the concept of patterns in natural events including sunrise, sunset, and seasons by making connections to the previous chapter about movement.

TEACHER SAY:
In the last chapter, we learned how different things can move.
Did you know that the the world around us is always moving?
Our world is called Earth, and it is spinning around.
It is also circling around the sun.
Today, we are going to discover what happens when the earth spins around and circles the sun.



3. Recognize the daily pattern of sunrise and sunset by observing pictures of the sun in the sky on student book page 119, The Sun in the Sky.

TEACHER SAY:
First, we are going to read a story.
Let's see what we can learn from this story.
This story has pictures.
We will look closely at the pictures.
Open your student book to page 119.

STUDENTS: **Open student book to page 119.**

READ ALOUD: **Read the story. Use a yellow crayon to color the sun.**

TEACHER SAY:
Point to each word as I read a sentence. I will start with the top picture.

READ ALOUD: **Mona wakes up. She sees the sun.**

TEACHER SAY:
Where is the sun in this picture? Why do you think it is there?

TEACHER DO: **Use Calling Sticks** to call on a couple students for ideas.

Note to teacher: While you read the story the first time, ask students for ideas about why the sun is in each position, but don't correct misconceptions yet. You will teach about the sun's positions after the first time through the story.

TEACHER SAY:
Color the sun in the top picture yellow.

STUDENTS DO: **Color the sun yellow.**

TEACHER SAY: **Let's look at the picture on the left. The story now says:**

READ ALOUD: **Mona eats lunch. She sees the sun.**

TEACHER SAY:
Where is the sun in this picture? Why do you think it is there? Raise your hand if you have an idea.

TEACHER DO: **Call on a couple students with raised hands for ideas.**

TEACHER SAY:
Color the sun in this picture yellow.

STUDENTS DO: **Color the sun yellow.**

TEACHER SAY: **Let's look at the picture on the bottom and keep reading the story.**

READ ALOUD: **Mona plays a game. She sees the sun.**

TEACHER SAY:
Where is the sun in this picture? Why do you think it is there?

TEACHER DO: **Use** **Calling Sticks** to call on a couple students for ideas.

TEACHER SAY:
Color the sun in the bottom picture yellow.

STUDENTS DO: **Color the sun yellow.**

TEACHER SAY: **Now, let's look at the last picture on the right. What is Mona doing in this picture? Whisper the answer into your hands.**

STUDENTS DO: **Whisper into their hands (Mona is going to bed.)**

READ ALOUD: **Mona goes to bed. She does not see the sun.**

TEACHER SAY:
We see the sun in the sky in some of these pictures.
It seems like it is moving across the sky.
Why do you think the sun is in different places in each picture?

TEACHER DO: Use **Calling Sticks** to call on a couple students for ideas.

TEACHER SAY:
In the morning, we say that the sun is rising. The first (top) picture shows sunrise.
Point to the top picture. Can you say "sunrise?"

STUDENTS DO: **Point to the top picture and say "sunrise" together.**

TEACHER SAY:
In the evening, we say that the sun is setting. The bottom picture shows sunset.
Point to the bottom picture. Can you say "sunset?"

STUDENTS DO: Point to the bottomg picture and say "sunset" together.

TEACHER SAY:
We see the sun in different places in the sky at different times in the day.
Let's use our bodies to show where we see the sun in the sky.
Stand up.
Hold your arm out to the right.
Note to Teacher: Students might have difficulty distinguishing their right and left. It might be helpful to stand in front of the students and turn around so you are facing the same way as the students.

TEACHER DO: Hold arm out to the right.

STUDENTS DO: Hold arm out to the right.

TEACHER SAY:
This is where we see the sun at sunrise.
Mona wakes up.
Now, move your arm so it is straight up.

TEACHER DO: Hold arm straight up.

STUDENTS DO: Hold arm straight up.

TEACHER SAY:
This is where we see the sun at noon. Mona eats lunch.
Now, move your arm so it is out to the left.

TEACHER DO: Hold arm out to the left.

STUDENTS DO: Hold arm out to the left.

TEACHER SAY:
This is where we see the sun at sunset.
Mona plays a game.
Now, move your arm so it is straight down.

TEACHER DO: Hold arm straight down.

STUDENTS DO: Hold arm straight down.

TEACHER SAY:
At night, we don't see the sun. Mona goes to bed.
Let's show what we have learned about where we see the sun.
I will call out a time.
Show me with your arms where we will see the sun in the sky.
"Sunrise."

STUDENTS DO: Show "sunrise" with arms.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

Note to Teacher: Continue to call out times including sunrise, noon, sunset, and night until students have had sufficient practice.

4. TEACHER DO: Briefly demonstrate the Earth's rotation as described below so that students do not build the misconception that the sun moves around the Earth.

TEACHER SAY:
Great job tracking where we see the sun in the sky!
It is important to know that even though we see the sun moving across the sky, it is actually the Earth that is moving. Remember when I said our Earth spins earlier? Let's act out what this look like. Can I have a volunteer to play our Sun?

Note to teacher: The activity that follows is designed to have students physically model the relative position of the sun at the different times of the day. You may wish to skip the activity, as it involves students standing and using their arms and bodies to demonstrate the relative position of the sun. You can supplement the learning by using a video or other resource to demonstrate the apparent movement of the sun through the sky during different times of the day.

TEACHER DO: Call on a volunteer to join you at the front of the classroom and put their hands in a big circle above their heads to represent the Sun. Hold up the ball and point to a place just above the middle to represent Egypt. Mark an X on the spot if possible. Then spin the ball in your hands.

TEACHER SAY: As the Earth spins, it looks to us like the sun is moving. When we spin around and face away from the sun, that is our night time. Can everyone try this with me? We are going to use the same arm motions, but this time we are going to spin our bodies like we are the Earth. Let's start. Face to your left, and put your arm out to the right to point at our Sun volunteer. This is sunrise.

STUDENTS DO: Face left and point arm out to right at the student representing the sun.

TEACHER SAY: Now, spin your body to face the sun, and show me the noon arm position. This is noon, when the sun is overhead.

STUDENTS DO: Spin 90 degrees to the right to look at the sun, pointing their arm to the ceiling.

TEACHER SAY: Now, spin to face the other way, to the right, and bring your arm down across to show me the sunset position. You should still be pointing at the sun. This is sunset.

STUDENTS DO: Spin 90 degrees to the right, pointing their arm to the sun again, but across their bodies this time.

TEACHER SAY: Finally, to show night, spin the same direction to face away from the sun and point your arm down again. This is night time, when we don't see the sun in the sky. Great job being the spinning Earth! Can we all thank our Sun volunteer?

STUDENTS DO: Say "thank you" in unison to the sun volunteer while the volunteer sits down.

TEACHER SAY: Now I will be the sun. Can you start from the beginning? Show me sunrise.

STUDENTS DO: Face left and point arm out to right at the student representing the sun.

TEACHER SAY: Now, spin your body to face the sun, and show me the noon arm position. This is noon, when the sun is overhead.

STUDENTS DO: Spin 90 degrees to the right to look at the sun, pointing their arm to the ceiling.

TEACHER SAY: Now, spin to face the other way, to the right, and bring your arm down across to show me the sunset position. You should still be pointing at the sun. This is sunset.

STUDENTS DO: Spin 90 degrees to the right, pointing their arm to the sun again, but across their bodies this time.

TEACHER SAY: Finally, to show night, spin the same direction to face away from the sun and point your arm down again. This is night time, when we don't see the sun in the sky. Great everyone! You may sit down.

5. Introduce the four seasons by making connections between daily and seasonal patterns in nature.

TEACHER SAY: We discovered that each day, we see the sun rising and setting as the Earth spins.
This is a pattern.
A pattern is something that repeats over and over.
Let's say pattern together.
Ready? Pattern.

STUDENTS DO: Repeat word pattern.

TEACHER SAY: A pattern does what? Repeats.
Let's say "A pattern repeats" together.
Ready? "A pattern repeats."

STUDENTS DO: Repeat phrase "a pattern repeats."

TEACHER SAY:
Another pattern in nature is the seasons.
Every year there are four seasons: winter, spring, summer, and fall.
What activities do you do in winter?
Please raise your hand and name one activity that you do in winter.

STUDENTS DO: Raise hands and, when called on, name one activity done in winter.

TEACHER DO: Call on 3-4 students with hands raised to name one activity that is done in winter.

Note to Teacher: This is an opportchaptery to activate students' prior knowledge. During the discussion, students might have misconceptions about what activities take place during a particular season. At this time, it is not necessary to correct misconceptions. If students have never experienced a particular season, you can provide examples of typical activities or skip to the next season.

TEACHER DO: Repeat the process above for spring, summer, and fall.

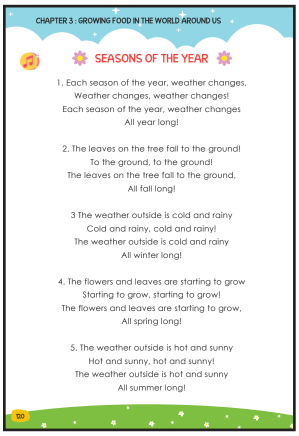
6. Identify key information in a song to discover the characteristics of each season.

TEACHER SAY:
We are going sing a song to help us discover more about the four seasons.
Open your student book to page 120, Seasons of the Year Lyrics.
Listen carefully and point to the words as I sing the song.

STUDENTS DO: **Open student book to page 120, point to words as they are sung by teacher.**

TEACHER DO: **Sing song aloud. Song can be sung to the tune of "The Wheels on the Bus" or another tune that is familiar to your students.**

TEACHER SAY:
Now, let's sing the song together.



CHAPTER 3 : GROWING FOOD IN THE WORLD AROUND US

SEASONS OF THE YEAR

1. Each season of the year, weather changes,
Weather changes, weather changes!
Each season of the year, weather changes
All year long!

2. The leaves on the tree fall to the ground!
To the ground, to the ground!
The leaves on the tree fall to the ground,
All fall long!

3 The weather outside is cold and rainy
Cold and rainy, cold and rainy!
The weather outside is cold and rainy
All winter long!

4. The flowers and leaves are starting to grow
Starting to grow, starting to grow!
The flowers and leaves are starting to grow,
All spring long!

5. The weather outside is hot and sunny
Hot and sunny, hot and sunny!
The weather outside is hot and sunny
All summer long!

120

TEACHER DO: **Sing song aloud.**

STUDENTS DO: **Sing song aloud.**

TEACHER SAY:
Let's sing it one more time, this time we will stop after the first stanza.
The first stanza has the number one next to it.

TEACHER DO: **Sing the first stanza.**

STUDENTS DO: **Sing the first stanza.**

TEACHER SAY:
What do we learn about the seasons in this part of the song?

TEACHER DO: **Use Calling Sticks** to choose 1-2 students to answer the question.

STUDENTS DO: Recall what was learned about the seasons (weather changes).

TEACHER SAY:
Use your pencil to underline "weather changes."

TEACHER DO: **Demonstrate how to underline "weather changes."**

STUDENTS DO: **Underline "weather changes."**

TEACHER SAY:
This time we will sing the second stanza and stop.
The second stanza has number two next to it.

TEACHER DO: Sing the second stanza.

STUDENTS DO: Sing the second stanza.

TEACHER SAY:
What season did we learn about in the second stanza?

TEACHER DO: **Use Calling Sticks** to choose 1-2 students to answer the question.

STUDENTS DO: Recall what was learned.

TEACHER SAY:
Use your pencil to circle "fall."

TEACHER DO: **Demonstrate how to circle "fall" in the last line – referring to the season.**

STUDENTS DO: **Circle "fall" (the season).**

TEACHER SAY:
What did we learn about fall?

TEACHER DO: Use Calling Sticks to choose 1-2 students to answer the question.

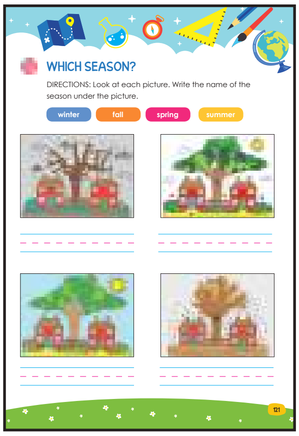
STUDENTS DO: Recall what was learned.

TEACHER SAY:
Use your pencil to underline "The leaves on the tree fall to the ground!."

TEACHER DO: Demonstrate how to underline "The leaves on the tree fall to the ground!."

STUDENTS DO: Underline "The leaves on the tree fall to the ground!."

TEACHER DO: Repeat the process above for each stanza, alternating between circling the season and underlining the distinguishing action of the season. Use different strategies for asking students for ideas, such as raising hands, calling out in unison, whispering into hands, Calling Sticks, etc.



7. Students will distinguish between the four seasons of the year by identifying the season shown in a picture on student book page 121, Which Season?

TEACHER SAY:
We have discovered that leaves fall on the ground during fall.
We also discovered that it is cold and rainy during winter.
During spring, the flowers and leaves start to grow.
In summer, it is hot and sunny.
Now, let's see if you can recognize the four seasons in pictures!
Open your student book to page 121.

STUDENTS DO: Open student book to page 121.

READ ALOUD: Look at each picture. Write the name of the season under the picture.

STUDENTS DO: Complete student book page 121 independently.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

8. Students will now classify clothing as winter or summer by sorting mixed-up clothes into the winter or summer closet on page 122, Sorting Clothes, in student book.

TEACHER SAY:
We have learned a lot about the seasons. We will learn more over the next few days about how the seasons are different. Today, let's think about how we respond to two of the seasons. Let's think about the kind of clothes we wear during the year. Close your eyes and imagine getting ready for school in the morning. What do you put on when it is hot outside? What about when it is cold or raining?

STUDENTS DO: Close eyes and imagine getting ready for school in different seasons.

TEACHER SAY:
Today, we discovered that it is hot and sunny in summer.
What kind of clothing do you wear in the summer? Why?
Please raise your hand and tell me one item of summer clothing and why you wear it during the summer.

STUDENTS DO: Raise hands and, when called on, name one item of summer clothing and why it is worn during the summer.

TEACHER DO: Call on 3-4 students with hands raised to name one item of summer clothing and explain why it is worn during the summer.

TEACHER SAY:
We also discovered that it is cold and rainy in winter.
What kind of clothing do you wear in the winter? Why?
Please raise your hand and tell me one item of winter clothing and why you wear it during the winter.

STUDENTS DO: Raise hands and, when called on, name one item of winter clothing and explain why it is worn during the winter.

TEACHER DO: Call on 3-4 students with hands raised to name one item of winter clothing and explain why it is worn during the winter.



TEACHER SAY:
Open your student book to page 122.
The clothes on the bottom of the page are all mixed up!
Can you put the clothes into the correct closet?

READ ALOUD: Look at the clothes. Sort the clothes into the correct closet. Write the name of the item of clothing in the correct closet. TEACHER SAY:
Point to each picture as I read the name of the clothing.

TEACHER DO: Read aloud the items of clothing.

STUDENTS DO: Point to the correct item of clothing as it is read by the teacher.

TEACHER SAY:
Remember, in summer it is hot and sunny.
We wear clothes to stay cool.
In winter, it is cold and rainy.
We wear clothes to stay warm and dry.

STUDENTS DO: Complete student book page 122 independently.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

9. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

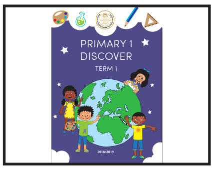
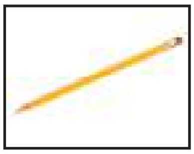
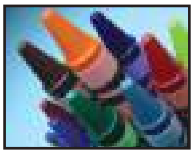
TEACHER SAY:
Today we discovered that different things happen during each season.
In the next lesson, we will discover what kinds of fruits and vegetables are grown during winter and summer.
What kinds of fruits and vegetables do you like to eat?
Share with a Shoulder Partner.

STUDENTS DO: Share with a Shoulder Partner.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Read a story about fruits and vegetables that are grown in winter or summer. • Classify fruits and vegetables as grown in winter or summer. • Explain the importance of fruit and vegetables. • Identify healthy food choices.	• Red • Orange • Yellow • Green • Purple

MATERIALS

Student book	Pencils	Crayons	Chart paper	Markers
				

Discover (90 mins)

Directions

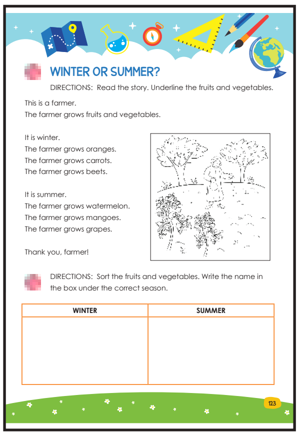
1. Introduction: Use the introduction to engage students, activate prior knowledge, and/or remind them of the previous day's lesson.

TEACHER SAY:
Yesterday, we discovered that different things happen during the four seasons. Let's sing our song again to review.
Open your student book to page 120, and point to the words as we sing aloud.

STUDENTS DO: Open student book to page 120, and sing the words to "Seasons of the Year."

TEACHER DO: Sing the words to "Seasons of the Year."

2. Read a story to discover fruits and vegetables that are grown in winter or summer. Classify fruits and vegetables as grown in winter or summer.



WINTER OR SUMMER?

DIRECTIONS: Read the story. Underline the fruits and vegetables.

This is a farmer.
The farmer grows fruits and vegetables.

It is winter.
The farmer grows oranges.
The farmer grows carrots.
The farmer grows beets.

It is summer.
The farmer grows watermelon.
The farmer grows mangoes.
The farmer grows grapes.

Thank you, farmer!

DIRECTIONS: Sort the fruits and vegetables. Write the name in the box under the correct season.

WINTER	SUMMER

123

Note to teacher: Modify as needed to meet the literacy needs of your students. Some students may need more repetition, and others may feel comfortable identifying words independently. Feel free to make changes to suit your class/students.

TEACHER SAY:
Yesterday, we discovered that we wear clothing to keep us warm in the winter.
We also discovered that we wear clothing to keep us cool in the summer.
Now, we are going to learn about how fruits and vegetables are different in the two seasons.
We will discover which fruits and vegetables grow in the winter and which ones grow in the summer.
Open your student book to page 123.

STUDENTS DO: Open student book to page 123, Winter or Summer?.

READ ALOUD: Read the story. Underline the fruits and vegetables.

TEACHER SAY:
Before I read the story, who can tell me about the person in the picture. What job do you think this person has?

STUDENTS DO: Raise hands to share ideas.

TEACHER DO: Call on a few students with hands raised until someone suggests that the person is a farmer.

TEACHER SAY: That's right! This person is a farmer. Listen carefully as I read the story aloud. Point to the fruits and vegetables in the picture when I say one that you see.

TEACHER DO: Read the story aloud. Pause after the name of a fruit or vegetable. Make sure students are pointing to the correct fruit or vegetable if it is shown in the picture.

STUDENTS DO: Listen to the story. Point to the fruit or vegetable named by the teacher if it is shown in the picture.

TEACHER SAY:
We will read the story again. This time, point to each word as I read aloud. We are going to underline the words that are fruits and vegetables.

READ ALOUD:
This is a farmer.
The farmer grows fruits and vegetables.
It is winter.

TEACHER SAY:
What season is it? Whisper it to me.

STUDENTS DO: Whisper the season.

TEACHER SAY:
It is winter.

READ ALOUD:
The farmer grows oranges.

TEACHER SAY:
What does the farmer grow? Whisper it to me.

STUDENTS DO: Whisper what the farmer grows.

TEACHER SAY:
The farmer grows oranges. Underline the word oranges.

STUDENTS DO: Underline the word oranges.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

Note to Teacher: Continue to read the story. Pause after each sentence to ask what the farmer is growing. Have students underline the fruits and vegetables that are being grown.

3. Once students have a good understanding of the story, they will use the information to sort the fruits and vegetables by season.

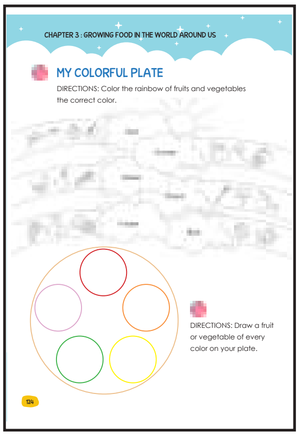
READ ALOUD: You read that the farmer grows fruits and vegetables. Write the names of what he grows in the correct boxes below.

STUDENTS DO: Write each fruit or vegetable in correct box.

TEACHER DO: Circulate around the classroom.. Provide guidance, as necessary. When students are done sorting the fruits and vegetables in the story, have them draw or write one more fruit or vegetable in each season's box that is not mentioned.

TEACHER SAY: **Now, take a minute to think about your favorite fruits and vegetables. Do you eat them in the summer or winter? Think about a fruit or vegetable that is not already on our list. Add one fruit or vegetable to Winter, and one to Summer. You may draw a picture if you don't know how to spell the word.**

STUDENTS DO: Draw or write one more fruit or vegetable in each season.



4. Explain the importance of eating a variety of fruits and vegetables by drawing a plate with fruits and vegetables of each color on page 124, My Colorful Plate, of student book.

TEACHER SAY:
Farmers have important jobs.
Farmers grow fruits and vegetables for us to eat.
We need fruits and vegetables to keep our bodies healthy. It is important to eat a rainbow of fruits and vegetables.
Different colors of fruits and vegetables help our bodies in different ways.
Open your student book to page 124.

STUDENTS DO: Open student book to page 124.

TEACHER SAY:
At the top of the page, you see a rainbow of fruits and vegetables, but it's missing its colors! Can you help color the rainbow by coloring the fruits and vegetables the right colors? Point to each color word as I read the name, then find that color crayon and place it on your desk.

TEACHER DO: **Read the color names and identify the foods shown. Example: "Red – red fruits and vegetables include strawberries, cherries, etc."**

STUDENTS DO: **Point to each color word as it is named by the teacher.**

READ ALOUD: **Color the rainbow of fruits and vegetables the correct color.**

TEACHER SAY:
Let's begin coloring.

STUDENTS DO: **Students color the fruits and vegetables.**

TEACHER DO: **Circulate around the classroom.. Provide guidance, as needed.**

TEACHER SAY: **Nice job coloring a rainbow of fruits and vegetables! Food from our farms comes in so many different colors! Now, let's fill a plate with one food of every color.**

READ ALOUD: **Draw a fruit or vegetable of every color on your plate.**

STUDENTS DO: **Draw a fruit or vegetable from each color on the plate.**

TEACHER SAY:
Be sure to choose a fruit or vegetable from each color.
Pick your favorites!
Remember, each color of fruits and vegetabls helps our bodies stay healthy in different ways.

TEACHER DO: **Circulate around the classroom.. Provide guidance, as necessary.**

5. Students will differentiate between healthy and unhealthy nutritional practices using page 125, Healthy Food Choices, in student book.

TEACHER DO: Use chart paper to create a list titled "Healthy Choices."

TEACHER SAY:
We have been learning about fruits and vegetables.
We have discovered that fruits and vegetables are healthy snacks.
What kind of snacks do you like to eat?
Please raise your hand and name one snack that you like to eat.

STUDENTS DO: Raise hand, and when called on, name one snack.

TEACHER DO: Call on several students to answer. Add responses to the list.

TEACHER SAY:
Some of these snacks are healthy.
Some of these snacks are not healthy.
Snacks with too much sugar are not healthy for our bodies.
Sugary snacks can cause cavities in our teeth. (pause and define if students are unfamiliar with the word cavities)
Which of these snacks are healthy?
Please raise your hand and name one snack on our list that is healthy.

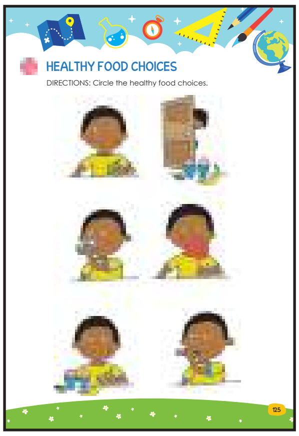
STUDENTS DO: Raise hand, and when called on, name one healthy snack.

TEACHER DO: Call on several students to answer. Circle the healthy snacks.

TEACHER SAY:
Another way we can be healthy is by drinking water instead of sugary drinks. Remember, sugar can cause cavities, whether we eat or drink it.
Let's add "drink water" to our list.

TEACHER DO: Write "drink water" on the list.

TEACHER SAY:
We have talked about snacks and drinking water, now let's talk about breakfast. We can be healthy by eating breakfast each morning. What do you eat for breakfast?
Please raise your hand and name a breakfast food.



STUDENTS DO: Raise hand, and when called on, name a breakfast food.

TEACHER DO: Call on several students to answer. Add responses to the list.

TEACHER SAY:
Let's practice making healthy food choices. Open your student book to page 125.

STUDENTS DO: Open student books to page 125.

READ ALOUD: Circle the healthy food choices.

STUDENTS DO: Circle the healthy choices.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

6. Closing: This is the end of the Discover section. End the lesson by getting students to think about the upcoming Learn section.

TEACHER SAY:
Today, we discovered that fruits and vegetables are healthy foods.
Before we put our student books away, show your Shoulder Partner one food you did not circle on this page, and tell them why you do not think it is healthy.

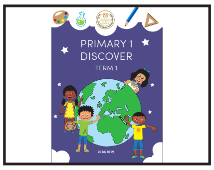
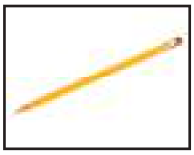
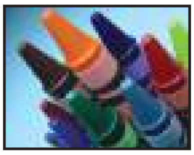
STUDENTS DO: Share an unhealthy food choice with a Shoulder Partner and justify their reason for not circling the item.

TEACHER SAY:
Today, we also discovered that farmers grow fruits and vegetables. In the next section of our chapter, you are going to learn more about what farmers do and why they are important.

Lesson 3 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Identify agricultural jobs and tools. • Compare agricultural jobs to industrial jobs. • Classify tools used for agricultural work.	• Agriculture • Industrial • Tool

MATERIALS

Student book	Pencils	Blackboard or Chart Paper	Crayons	Chalk or Markers
				

Learn (90 mins)

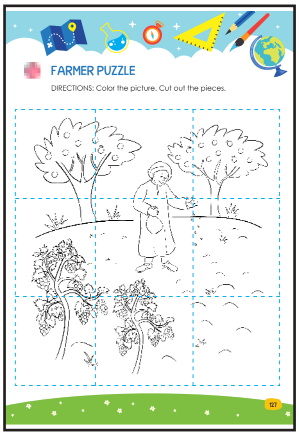
Directions

Note to Teacher: Students will be cutting a page of the student book in order to create puzzle pieces. It might be helpful to have this page already removed from the book.

7. Introduction: Review what students learned during the first days of the chapter. Introduce them to what they will be learning during this next section.

TEACHER SAY: **Over the past two days, you have been learning about the world around us. You have learned about how the four seasons differ. You have learned that different fruits and vegetables grow in different seasons.**
Now, we are going to learn about the people who grow our fruits and vegetables and about why plants are so important.

8. Students are going to use page 127, Farmer Puzzle, of their student books to create a puzzle of a farmer. Students will need scissors.



Note to Teacher: If scissors are not available, students can still color the page and use it for discussion.

TEACHER SAY:
Today, we are going to make a puzzle.
Open your student book to page 127.
To start, let's read the directions.

STUDENTS DO: Open student book to page 127.

READ ALOUD: Color the picture. Cut out the pieces.

TEACHER SAY: **Let's start with coloring the picture. Decide what color crayons you want to use, and take a few minutes to color the picture you see.**

STUDENTS DO: Color the picture.

TEACHER DO: Allow students time to color.

TEACHER SAY: **The second direction was to cut out the pieces. As carefully as you can, cut on the dotted lines. When you have all your pieces cut out, mix them up. Then fold your hands so I know you're ready to move on.**

STUDENTS DO: Cut the picture into pieces as indicated, then mix the pieces up and fold their hands on the table.

TEACHER DO: Provide guidance in cutting, as needed.

TEACHER SAY:
Let's first count how many pieces we have. (hold up each piece as you count)
1, 2, 3, 4, 5, 6, 7, 8, 9 – we have 9 pieces! (ensure that students are counting along with you)
Now that your pieces are all mixed up, let's see if you can put them back together! Think about how you colored the picture to help you figure out what order the pieces go in.

STUDENTS DO: Put the puzzles pieces together.

TEACHER DO: Allow students time to put the puzzles together. Provide guidance, as needed.

TEACHER SAY:
Nice job on your puzzles! Now, we are going to mix up the pieces one more time, then you are going to switch pieces with your Shoulder Partner. Make sure you give your partner all of your pieces! When you get your partner's pieces, count them first, quietly, to make sure you have all 9 pieces.

STUDENTS DO: Mix up pieces again, and switch with a **Shoulder Partner**. Count to make sure they receive nine pieces from the partner.

TEACHER SAY:
When you are sure you have nine pieces, see if you can put together your partner's puzzle.

STUDENTS DO: **Put together the partner's puzzle.**

TEACHER DO: **Circulate around the classroom. offering suggestions and assistance as needed. When students are done, discuss what they see in the picture.**

TEACHER SAY:
You are puzzle masters!
Now look at the puzzle you have put together. What do you see in the picture?

TEACHER DO: **Use Calling Sticks** to choose students to share ideas.

STUDENTS DO: Share ideas with the class.

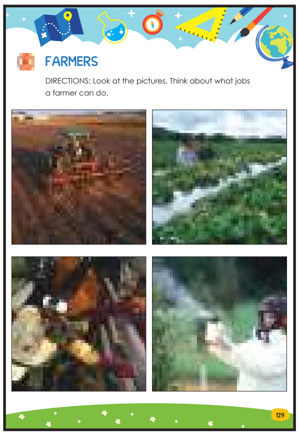
TEACHER SAY:
This puzzle shows a farmer working.
Agriculture is another word for farming. We learned the word agriculture on the first day of this chapter. Can you repeat it again after me?
Agriculture.

STUDENTS DO: **Repeat the word "agriculture."**

TEACHER SAY:
Jobs in agriculture are important because they provide the food and materials that humans need to survive. Let's learn more about farming and agriculture!

TEACHER DO: Collect the scissors and puzzle pieces. It might be helpful for students to put the puzzle pieces in small bags, if available. During any free time, students can put the puzzles together again.

9. The next activity will lead students through analyzing the photographs on page 129, Farmers, of



the student book.

TEACHER SAY:
Open your student book to page 129.
It says Farmers on top.

STUDENTS DO: Open student book to page 129.

READ ALOUD: Look at the pictures. Think about what jobs a farmer can do.

TEACHER SAY:
What do you notice?
I am going to use my calling sticks to choose students to share their observations with the class.
Remember, observation means to look closely and think about what you see.

STUDENTS DO: **Look closely at pictures on page 129.**

TEACHER DO: **Allow students time to look at the pictures. Use Calling Sticks** to choose three to four students to share observations.

STUDENTS DO: Share ideas and participate in the class discussion.

TEACHER SAY:
Each picture represents a different job that a farmer can do.
Plowing the field, picking fruit, caring for animals and protecting plants. The pictures show some tools that farmers use.
What tools do you see in the pictures? Raise your hand to answer.

STUDENTS DO: **Raise hands to identify tools when called on.**

TEACHER DO: **Call on students with raised hands to identify tools.**

10. TEACHER DO: **Use chart paper to create a tree map. As a class, you will compile a list of jobs a farmer can do and tools they can use. Students will use the tree map to write sentences.**

TEACHER SAY:
Let's make a list of what jobs a farmer can do.
I will write them under the word "can."

STUDENTS DO: Share ideas about what jobs a farmer can do.

TEACHER DO: Use **Calling Sticks** to choose several students to answer the question before continuing. Possible responses: plant seeds, collect eggs, feed animals, plow fields, water crops, collect fruit, etc. Add responses to tree map under "can."

TEACHER SAY:
What tools do farmers use to do these jobs?
I will write them under the word "use."

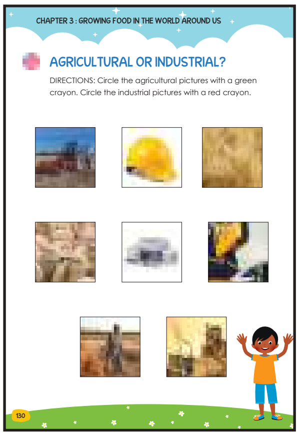
STUDENTS DO: Share ideas about what tools farmers use.

TEACHER DO: Use **Calling Sticks** to choose several students to answer the question before continuing. Possible responses: tractors, shovels, hoses, wheelbarrows, pitchforks, buckets, etc. Add responses to tree map under "use."

TEACHER SAY:
Let's read our tree map together.
Farmers can _________.
Farmers use _________.

STUDENTS DO: Read aloud tree map as a class.

TEACHER DO: Point to words and read the tree map aloud.



11. Refer back to students' learning from Theme 1 about industrial jobs. They will categorize items as agricultural or industrial on page 130 of the student book.

TEACHER SAY:
You already know a lot about farmers!
In our last theme, we learned about industrial jobs.
Industrial jobs like construction workers, electrians, and steel workers build things. This is different than agricultural workers, or farmers, who grow things and take care of animals. Let's see if we can tell the difference by looking at pictures of industrial and agricultural jobs.
Turn to page 130 in your student book. You will need your green and red crayons.

STUDENTS DO: Turn to page 130, Agricultural or Industrial, in student book.

READ ALOUD: Circle the agricultural pictures with a green crayon.

TEACHER SAY: Hold up your green crayon. Which pictures are you going to circle with this? Everyone tell me together.

STUDENTS DO: Answer: "agricultural" in unison.

READ ALOUD:
Circle the industrial pictures with a red crayon.

STUDENTS DO: Circle pictures with correct crayon.

TEACHER SAY: When you are done circling the pictures to label them industrial or agricultural, turn to your Shoulder Partner and compare the colors of your circles. Do you agree on all the pictures? If you don't, tell each other why you made the choice of color, and see if you can agree on one color.

STUDENTS DO: Compare colors chosen for each picture with **Shoulder Partner** and justify different choices.

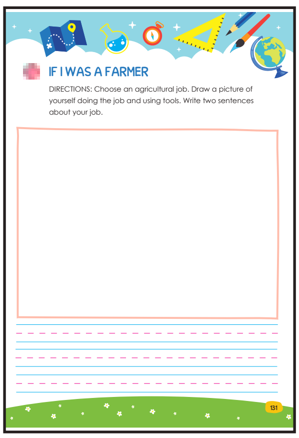
12. Students are going to describe the agricultural profession they prefer in writing on page 131, If I Was a Farmer, of their student book.

TEACHER SAY:
You did a great job classifying pictures by the type of job! Give youselves two pats on the back like this.

TEACHER DO: Demonstrate patting yourself on the back twice.

STUDENTS DO: Pat themselves on the back twice.

TEACHER SAY:
Farmers have important jobs.
They provide food and materials to meet our needs and help us survive.
Have you ever thought about being a farmer? Now is your chance!
If you could be a farmer, what job would you like to have?
Share with a Shoulder Partner.



STUDENTS DO: Share ideas with a Shoulder Partner.

TEACHER DO: Allow students time to share their ideas with a **Shoulder Partner**.

TEACHER SAY:
Open your student book to page 131.
It says If I Was a Farmer on top.

STUDENTS DO: Open student book to page 131.

READ ALOUD: **Choose an agricultural job. Draw a picture of yourself doing the job and using tools. Write two sentences about your job.**

TEACHER SAY:
You can use the words on the tree map to help write your sentences.
You can also choose an agricultural job that is not on the board.
Your picture and sentences should match.

TEACHER DO: Model how to use the tree map to write a sentence.

TEACHER SAY:
Watch me write my sentences on the board. Instead of "farmers" I am going to use the first word "I."
I can ________.
I use ________.

Note to Teacher: Fill in the blanks with ideas from the tree map. If verb conjugation is different for "I" and for "farmers" create a new tree map using the correct verbs for "I can" and "I use."

You may have students who struggle with writing sentences. You may provide additional support, or allow the students to use the sentences you model as their own. Another modification is to have the entire class write the words "I can" and "I use" first, as a class, and then fill in the rest of each sentence independently or with a partner.

STUDENTS DO: Draw a picture of an agricultural job students would like to have. Write two sentences about the job.

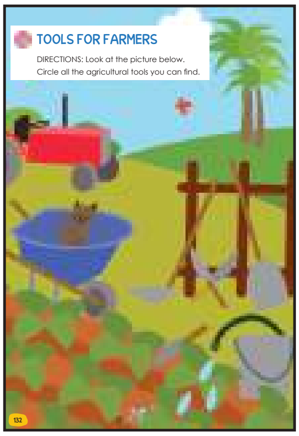
TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

13. TEACHER SAY:
I hope you enjoyed imagining yourself as a farmer! As I walked around the classroom, I saw many different things you could do, and many different tools you could use. Nice work!
A while ago, we learned about the special tools that industrial workers use to help them do their jobs and keep them safe.
As you are now learning, farmers have special tools, too.
What might happen if farmers did not have tools?
Share your ideas with a Shoulder Partner.

STUDENTS DO: **Share ideas with a Shoulder Partner.**

TEACHER DO: Circulate around the classroom. listening to conversations.

TEACHER SAY:
Tools are important.
Tools help us work.
Tools help us stay safe while we work.



14. Students are going to identify tools needed for farming on page 132, Tools for Farmers, of their student book.

TEACHER SAY:
For our last task today, you are going to see how many agricultural tools you can find. Open your student book to page 132.

STUDENTS DO: Open student book to page 132.

READ ALOUD: Look at the picture below. Circle all the agricultural tools you can find.

STUDENTS DO: Circle tools.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

15. Closing: Encourage students to think about the next lesson.

TEACHER SAY:
Great job today learning about farmers and the tools they use.
Tomorrow, we will will talk about what farmers grow- plants!
We will learn about why plants are so important to living things.
Why do you think plants are important?
Share with your Shoulder Partner.

STUDENTS DO: **Share ideas with Shoulder Partner**.

TEACHER DO: Circulate around the classroom. listening to conversations our environment.

TEACHER SAY: **Now, give your Shoulder Partner a high five and thank them for working with you today. Then put your student books away.**

STUDENTS DO: High five and thank their shoulder partners.

Lesson 4 Overview

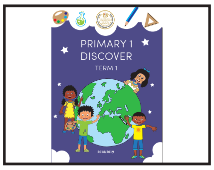
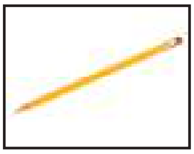
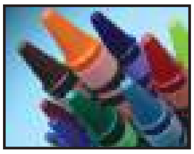
LEARNING OUTCOMES

Students will:
- Complete a jigsaw puzzle about plants.
- Discuss the importance of plants to animals and humans.
- Explain why farmers and agricultural jobs are important.
- Discuss multiple uses of plants.

KEY VOCABULARY

- Agriculture
- Shelter
- Fuel
- Clothing
- Medicine

MATERIALS

Student book	Pencils	Blackboard or Chart Paper	Chalk or Markers	Crayons	Scissors
					

Learn (90 mins)

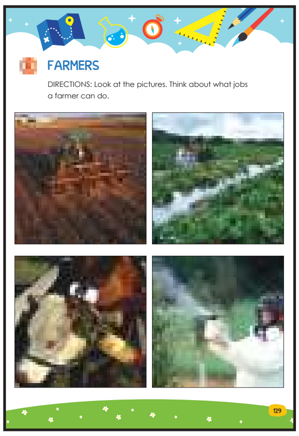
Directions

Note to Teacher: Students will be cutting a page of the student book in order to create puzzle pieces. It might be helpful to have this page already removed from the book.

1. Introduction: Review what students learned on Day 3. If you kept the puzzle pieces separated, distribute them to students. If not, it is acceptable to skip that part.

TEACHER SAY:
Yesterday, we talked about agricultural workers, or farmers, and the tools they use to do their different jobs.
Let's put our farmer puzzles together one more time.

STUDENTS DO: Put together farmer puzzle.



2. Students are going to use page 133, Plant Puzzle, of their student books to create another puzzle, this time of a plant. Students will need scissors.

Note to Teacher: If scissors are not available, students can still color the page and use it for discussion.

TEACHER SAY:
Today, we are going to make another puzzle. This time, the puzzle is going to be of a plant – the things farmers grow!
Open your student book to page 133.
We are going to work in the same order we did yesterday. Let's read the directions.

READ ALOUD: Color the picture. Cut out the pieces.

STUDENTS DO: Color and cut the picture.

TEACHER DO: Allow students time to color and cut. Provide guidance, as needed.

TEACHER SAY:
Now that you have cut all the pieces out, mix them up on the table in front of you. Now, see if you can put the picture back together like a puzzle.

STUDENTS DO: Put the puzzles pieces together.

TEACHER DO: Allow students time to put the puzzles together. Provide guidance, as needed.

TEACHER SAY:
What is today's puzzle showing?

STUDENTS DO: Share ideas with the class.

TEACHER SAY:
This puzzle shows a plant.
What parts of the plant can you see and remember?

STUDENTS DO: Identify and point to parts of the plant they recognize on their puzzles.

TEACHER SAY:
What do you notice about both puzzles?
Why do they go together?

STUDENTS DO: Compare the puzzles and share ideas.

3. Students will use page 135, How We Use Plants, to learn about the five common uses of plants by humans.

TEACHER SAY:
The puzzles go together because farmers grow plants. Nice work!
Plants are very important.
Plants give us what we need to grow and survive.
Without plants, we would not have food or air.
So farmers are very important too, because without farmers, we wouldn't have plants!
We are going to learn about the five common uses of plants by people.
Can we quickly count to five?
Ready, go!
1 2 3 4 5 (hold up fingers as you count)

STUDENTS DO: Count to five. Hold up fingers as they count.



TEACHER SAY:
Great!
Now, you and your Shoulder Partner are going to read the five common uses of plants.
Make sure to take turns, so each of you gets a chance to read each word.
Turn to page 135 in your student book. It says How We Use Plants on the top.

STUDENTS DO: Turn to page 135 in student book.

READ ALOUD: Say the five most common uses of plants aloud as you read.

STUDENTS DO: Take turns with **Shoulder Partner** reading each word.

TEACHER DO: Walk around the classroom listening to students read independently. If students struggle with a word, provide assistance. You may choose to do this activity as a whole class if you have students who struggle with reading the vocabulary terms independently. Remind students to hold up a finger each time they learn/read a new word – example: Students read FOOD, hold up 1 finger. Students read CLOTHES, hold up 2 fingers, etc.

TEACHER SAY:
We have been talking about plants as food when we talk about fruits and vegetables, but have you ever thought about plants as shelter or clothes? What type of plant do you think could be used to make a shelter?
Here's a hint: think tall!

TEACHER DO: Use **Calling Sticks** to ask students for ideas on how plants could become shelters. One possible answer is that trees are cut down for their wood to build houses. If students cannot provide an example, provide one.

STUDENTS DO: Share ideas when called on.

TEACHER SAY:
Let's think about how plants can be clothing. Hmmmm. [Make a thinking face.] We don't sew leaves together to wear them, so there must be something we can make OUT of plant parts.
Can anyone think of a plant that we use to make clothes?
Raise your hand if you have an idea.

TEACHER DO: Call on students with hands raised to share ideas. One answer is cotton, which is grown on a farm then turned into thread for clothing. If students cannot provide an example, provide one.

STUDENTS DO: Raise hands, then share ideas when called on.

TEACHER SAY:
The next use of plants is to make fuel.
One type of fuel is gas for cars and buses.
This might surprise you, but people have figured out how to make fuel out of corn instead of oil from deep underground!
Corn is a plant that can be made into fuel.
The last common use of plants is for medicine.
Does anyone know how a plant can be used as medicine?

TEACHER DO: Call on students with hands raised to share ideas. Possible answers are pain medications, aspirin, and antibiotics. Students may also share examples of herbal or home remedies including plants (like aloe) that they have experienced. If students cannot provide ample examples, provide some.

STUDENTS DO: Raise hands, then share ideas when called on.

Note to Teacher: Students may not have the vocabulary to answer this question accurately, so encourgage them to describe their experiences (i.e., "plants make the medicine my mother gives me when I have a fever" or "my grandmother puts wet leaves on my skin when I get burned.")

TEACHER SAY:
Are you surprised that we use plants in so many ways?
No wonder we say plants are important to us!

4. Students will now draw a picture of their favorite plant or tree on page 136, The Amazing Plant of their student book. Then, they will think of ways that humans can use thatspecific plant or tree and list them at the bottom of the page.

TEACHER SAY:
Very good reading and thinking.
Please turn and thank your Shoulder Partner for helping you read today.
Now, I want you to close your eyes.
Imagine your very favorite plant or tree.
What does it look like?

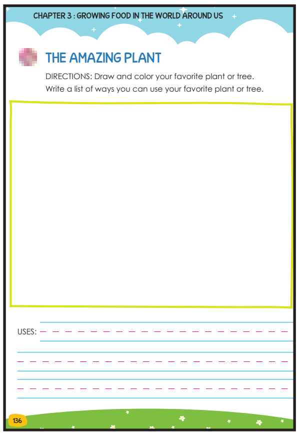
STUDENTS DO: Close eyes and visualize plant or tree.

TEACHER SAY: Can you smell it? Can you eat it?
Can you touch it, or does it have thorns?

Does it make a sound when the wind blows?

TEACHER DO: **Give time after each question to allow students to visualize/imagine.**

TEACHER SAY:
You may open your eyes.
In your student book, you are going to draw a picture of the plant or tree you just imagined.
Then, I want you to think of the ways that plant or tree is used by people.
Can it be used in any of the five ways we just learned about?
You'll write those down in your student book as well.
Please turn to page 136 in your student book.



STUDENTS DO: **Turn to page 136 in student book.**

READ ALOUD: **Draw and color your favorite plant or tree. Write a list of ways you can use your favorite plant or tree.**

STUDENTS DO: **Draw/color picture and write list.**

TEACHER DO: **Circulate around the classroom. and provide assistance as needed.**

Note to Teacher: If students have trouble spelling a word, provide assistance. If students are not able to write words at this level, they can draw their list of uses. You may also choose to allow students to draw the favorite plants independently and then create a list of uses via a class discussion.

TEACHER SAY:
Turn to your Shoulder Partner and show them your drawing.
Tell them about your favorite plant or tree.
Explain how you could use your favorite plant or tree.
Remember to listen quietly when your partner is talking.

STUDENTS DO: **Discuss favorite plant or tree with Shoulder Partner.**

TEACHER DO: Circulate around the classroom. listening to discussions.

5. Closing: Students have concluded the Learn portion of the theme. Review what they have learned and preview the project they will be starting in Share.

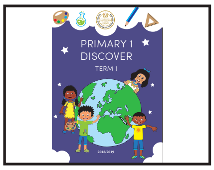
TEACHER SAY:
I am very proud of your hard work learning all about agricultural workers and the tools they use to do their jobs.
We learned how important farmers are because they grow plants, which help people grow and survive.
All the plants and trees you drew are beautiful- we could make a paper garden!
Starting tomorrow, you'll learn how to care for a real garden and make a newsletter teaching others how to do the same.

Lesson 5 Overview

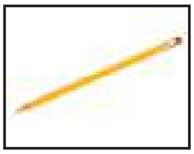
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Explore and learn the needs of plants. • Practice caring for plants.	• Air • Soil • Space • Sunlight • Water • Weeds

MATERIALS

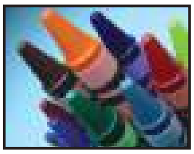
Student book



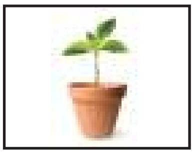
Pencils



Crayons



Potted Plant(s)



Blackboard or Chart paper



Chalk or Markers



Classroom/School garden (optional)



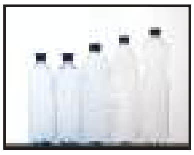
Watering can



Small bag of potting soil



Water



Hand shovel



Learn (90 mins)

Directions

Note to Teacher: The students will learn how to care for a garden using a potted plant in the front of the class. If your school has an already functioning garden, you may want to have students use the information they learn in this lesson on the outside garden as well.

1. Introduction: In this lesson, students will learn how to cultivate and care for a garden. Use this time to introduce them to what they will be doing during the last part of the chapter, sharing and demonstrating learning.

TEACHER SAY:
We have been learning so much about seasons, fruits, vegetables, farmers, and the five uses of plants.
What is your favorite season? Whisper it to me.

STUDENTS DO: Whisper their favorite season.

TEACHER SAY:
What is your favorite fruit? Whisper it to me.

STUDENTS DO: Whisper their favorite fruit.

TEACHER SAY:
What is your favorite vegetable? Whisper it to me.

STUDENTS DO: **Whisper their favorite vegetable.**

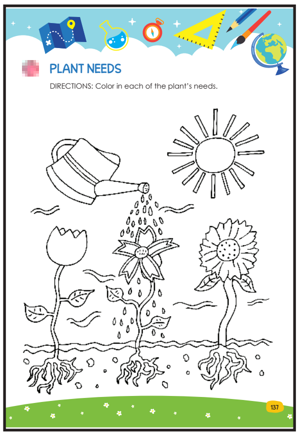
TEACHER SAY:
As we have learned, plants provide us with food, clothes, fuel, shelter, and medicine.
Plants can only do this if they are healthy.
Today we will talk about how to care for plants and keep them healthy. We will use what we learn to take care of a plant in a garden!

2. Students will learn the five basic needs of a plant on page 137, Plant Needs, of the student book.

TEACHER DO: Place a large potted plant in the front of the classroom.

TEACHER SAY:
What do you think this plant needs to stay healthy?
Think about it silently.
Now, share your ideas with your Shoulder Partner.

STUDENTS DO: **Share their ideas about what a plant needs to stay healthy with a Shoulder Partner.**



TEACHER SAY:
Let's see if your ideas were correct.
Open your student book to page 137.

STUDENTS DO: **Open their student book to page 137.**

READ ALOUD: **Color in each of the plant's needs with the correct crayon.**

TEACHER SAY:
The first thing on our list is sunlight.
Plants need sunlight. Can you point to the sun on the page?

TEACHER DO: **Point to the picture of the sun and the word sunlight in the student book.**

READ ALOUD: **Color the sun yellow.**

STUDENTS DO: **Color in the picture of the sun yellow.**

TEACHER SAY:
Even if a plant is indoors, it still needs sunlight.
This is why we put plants near windows.
You eat food with your mouths, but plants don't have mouths.
Plants make their own food using the sun.
OK, what's the next thing a plant needs?
Plants also need soil.

TEACHER DO: Point to the picture of the soil and the word soil in the student book.

READ ALOUD: Color the soil brown.

STUDENTS DO: Color in the picture of the soil black.

TEACHER SAY:
Plants need soil for nutrients and to help them stay stuck in the ground.
Without soil, plants would fall over and not be able to grow tall.
Plants also need water.

TEACHER DO: Point to the picture of water and the word water in the student book.

READ ALOUD: Color the water drops blue.

STUDENTS DO: Color the water in the picture blue.

TEACHER SAY:
Plants need water to live just like we do.
We drink water with our mouths, but plants suck up water with their roots.
Now there are two more things plants need.
Can everyone take a big breath in?

STUDENTS DO: Take in a big breath.

TEACHER SAY:
What did you just get for your body in that breath?
Whisper to your Shoulder Partner.

STUDENTS DO: Whisper their answer to a Shoulder Partner.

TEACHER SAY:
When we breathe, we take in air that we need.
Plants need air too!
It's a little hard to show air on a picture since we can't see it in front of us.
The lines in the sky represent air moving.

READ ALOUD: Trace the air in white.

STUDENTS DO: Trace the lines of air in white.

TEACHER SAY:
There's one final thing on our list that plants need. What do you think would happen if we planted six plants all in the same tiny area of soil? Raise your hand if you have an idea.

TEACHER DO: Call on a few students to share ideas.

TEACHER SAY:
The plants wouldn't grow very tall or strong, because they would be competing for the same soil, sunlight, and water. Plants need space to stretch out their roots and leaves!

READ ALOUD: Draw green lines between the plants.

STUDENTS DO: Draw green lines between the plants.

TEACHER SAY:
Good job following directions to color code the picture!
Repeat after me all of the needs of a plant.
Sunlight. Soil. Water. Air. Space.

STUDENTS DO: Repeat each need of plants.

TEACHER DO: Repeat the list five times with students to help them remember.

3. Discuss with the students how people can help plants stay healthy in their garden by giving them all of the things they need. You will start with water.

TEACHER DO: Write Sunlight, Soil, Water, Air and Space in front of the class. Depending on the literacy level of your students, drawing a picture to go with each word may prove helpful.

TEACHER SAY:
Plants get water from rain, but what if there isn't enough rain?
How can we help plants get enough water?
I will use Calling Sticks to select a student to answer this question.

TEACHER DO: Using **Calling Sticks** to select a student.

STUDENTS DO: Answer the question.

TEACHER SAY:
Yes, we can water the plants!
We can use anything that holds liquid to water plants, such as a cup, but there is a special tool that farmers use to water their plants.
Does anyone know what this tool is?
Please raise your hand.

TEACHER DO: Select a student to answer the question.

STUDENTS DO: Answer the question.

TEACHER SAY:
Yes! It is a watering can.

TEACHER DO: Have the watering can hidden and then take the watering can out to show students what it looks like. The watering can should already be full of water.

TEACHER SAY:
If a plant is outside and there isn't enough rain, then we can help the plant be healthy by giving it water from a watering can.
If the plant lives in a pot inside, like this one, then it never gets water from the rain, so we always need to give it water to be healthy.
Should I pour all of the water in this whole watering can into the plant?
Raise your hand if you think yes.

STUDENTS DO: Some students raise their hands.

TEACHER SAY:
Raise your hand if you think no.

STUDENTS DO: Some students raise their hands.

TEACHER SAY:
Those who answered no are correct.
If we pour all of the water into the plant it would be too much.
We want to water the plant just enough so that the soil is wet, but we do not want to turn the soil into mud.
I will use Calling Sticks to have 3 students come up front to help me water this plant.

TEACHER DO: Use Calling Sticks to select 3 students.

STUDENTS DO: Three students come to the front of the class.

TEACHER SAY:
_________, will you please pour a little bit of water into the soil of the plant?

TEACHER DO: Help the student pour a little bit of water into the soil. A full watering can may be too heavy for the student.

STUDENTS DO: Pour water into the soil.

TEACHER SAY:
_______, will you please touch your finger to the soil and check if it is wet, but not too wet?

STUDENTS DO: Check the wetness of the soil.

TEACHER SAY:
Do you think it needs more water?

STUDENTS DO: Answers the teacher.

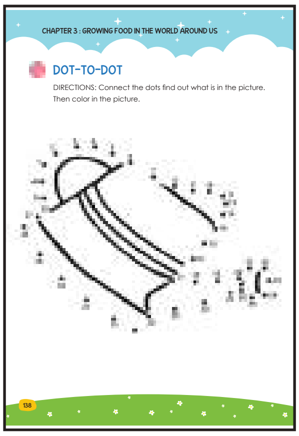
TEACHER SAY:
_________, please add a little bit more water.

STUDENTS DO: Add a little more water to the soil of the plant.

TEACHER SAY:
_________, can you please check the soil again?
Is it wet enough but not too wet?

STUDENTS DO: **Answers the teacher. Soil should be the correct wetness.**

4. Students will practice counting skills to complete a dot-to-dot drawing. You may want to spend some time counting aloud with students before allowing them to work independently. Other students who struggle with this activity may need more direct support.



TEACHER SAY:
Open your student student books up to page 138. There are a lot of dots and numbers on this page. I wonder what the picture is supposed to be?

STUDENTS DO: **Open student books to page 138, Dot-To-Dot.**

READ ALOUD: **Connect the dots to find out what is in the picture. Then color in the picture.**

TEACHER SAY:
When you connect the dots, you draw a line from the first number to the next.
So, you would draw a line from 1 to 2 and then a line from 2 to 3.
Here is an example.

TEACHER DO: **Draw four dots at the vertices of a square with the numbers 1, 2, 3, and 4 next to them large enough for the whole class to see. Then model how to connect the dots to make a square. Also model what would happen if you skipped two and drew a line from 1 to 3 – it wouldn't be the right picture!**

TEACHER SAY:
Now it is your turn. We have been practicing counting in math – let's see if you can count to 40 in the right order to draw the lines!
In your student book, connect the dots and then color the picture.

STUDENTS DO: **Complete the student book page.**

5. You will continue the discussion on caring for plants' needs by working with soil and discussing sunlight.

TEACHER SAY:
What is the picture on the page? Tell me all together.

STUDENTS DO: **Answer "a watering can!" in unison.**

TEACHER SAY:
Great job counting to 40 and drawing your lines!
Let's keep learning about what plants need to be healthy.
Plants also need soil to be healthy.
When a plant is outside in a garden, it is planted in soil.
Plants in pots like this one need soil too.
This one does not have enough soil.
I will use Calling sticks to call two students up to help me add soil to the pot.

TEACHER DO: **Use calling sticks** to select two students.

STUDENTS DO: Come to the front of the class when called.

TEACHER SAY:___________, **please help me add a hand shovel full of dirt to the potted plant.**

STUDENTS DO: Add dirt to the plant.

TEACHER SAY:
___________, please help me add another hand shovel full of dirt to the potted plant.

STUDENTS DO: **Add dirt to the plant.**

TEACHER SAY:
Thank you students, please return to your seats.
A plant also needs sunlight to stay healthy.
If a plant is inside, where do you think we should put it to get more sunlight? Raise your hand if you think you know.

TEACHER DO: **Call on a student raising his/her hand.**

STUDENTS DO: **Answer the question.**

TEACHER SAY:
Yes, we should put it by the window.
It will get most light by the window.
What about outside?
Do plants always get enough sunlight outside?
Think about this and then discuss your answer with your Shoulder Partner.

STUDENTS DO: **Discuss answer with Shoulder Partner.**

TEACHER SAY:
If you said no, what situations would cause plants not to get enough sunlight?
Raise your hand if you have an answer.

TEACHER DO: Call on a student with his/her hand raised.

STUDENTS DO: Answer the question.

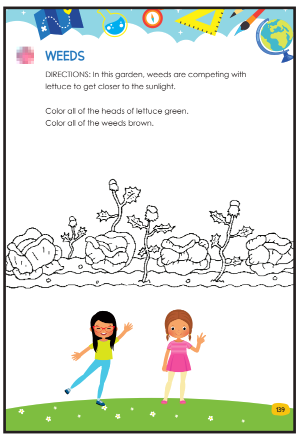
TEACHER SAY:
Thank you for your ideas.
What are the last two things a plant needs? We have talked about water, soil, and sun. Can you tell me all together what the last two things are?

STUDENTS DO: **Answer "air and space" in unison.**

TEACHER SAY:
That's right! We know that plants also need air and space. Since air is all around us, we don't usually need to help plants get air. And since this plant is all alone in its pot, it already has the space it needs. If we were planting a garden outside, how do you think we could make sure plants have space? Tell your Shoulder Partner.

STUDENTS DO: Share ideas with a **Shoulder Partner**.

TEACHER DO: Use **Calling Sticks** to ask for a few ideas from students.



TEACHER SAY:
Many times, shade from another object, such as a building or another plant will get in the way and block the sunlight from reaching the plant.
Other times, unwanted weeds will grow around the plants in your garden and block their space and the sunlight.
Open your student books to page 139.

STUDENTS DO: Open student book to page 139, Weeds.

READ ALOUD: In this garden, weeds are competing with the lettuce to get closer to the sunlight. Color all of the heads of lettuce green. Color all of the weeds brown.

STUDENTS DO: Complete worksheet.

TEACHER SAY:
What can we do to protect our garden plants from weeds?

TEACHER DO: **Use** **calling sticks** to select 3-4 students.

STUDENTS DO: Answer teacher's question.

TEACHER SAY:
We can pull out the weeds in our garden.
Let's all pretend that we are out in the garden and we see some weeds.
Everyone, please pull out the weeds like this.

TEACHER DO: Pretend to pull out the weeds in a garden.

STUDENTS DO: Copy teacher's motions and pretend to pull out weeds in a garden.

6. Closing: Review what was learned during the lesson today.

TEACHER SAY:
Today, we learned that plants need water, soil, sunlight, air, and space.
If we want the plants in our garden to be healthy, it is our job to make sure they get the right amount of water, soil, sunlight, and space.
You have learned so much about how to care for plants, you are now ready to share what you know with others!
Tomorrow, we will write a newsletter about what we have learned that others can use to take care of their plants!

Lesson 6 Overview

LEARNING OUTCOMES

Students will:

- Write and illustrate a classroom newsletter.

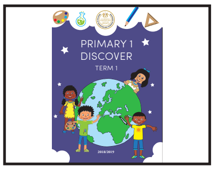
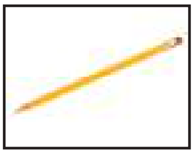
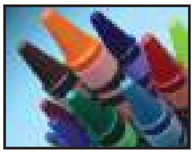
KEY VOCABULARY

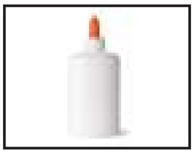
- Food
- Clothing
- Fuel
- Shelter
- Medicine
- Sunlight
- Soil
- Water
- Air
- Space
- Newsletter
- Illustrations

LESSON PREPARATION FOR THE TEACHER

Students will be cutting a page of the student book in order to collectively create a newsletter about the use and needs of plants. It may be helpful to have this page already removed from the student book. Alternatively, you may wish to have students complete the drawings on separate paper. You will need 8 sheets of large chart paper on which to post the student pictures along with fact sentences that you write for the class.

MATERIALS

Student book	Pencils	Crayons	Blackboard or Chart Paper	Chalk or Markers	Scissors
					

Glue/tape	Newsletter example
	

Share (90 mins)

Directions

1. Introduction: Begin by reviewing the information students have learned that will be included in their project.

TEACHER SAY:
Over the last few days, we learned about why plants are so important.
Yesterday, we learned about how to care for plants.
Today, we will use all of the information we learned about plants to create a classroom newsletter.
Raise your hand if you have seen your parents read a newsletter like this?

TEACHER DO: Hold up an example of a newsletter.

STUDENTS DO: Raise hand if they have seen their parents read a newsletter.

TEACHER SAY:
Our newsletter will tell people what we have learned about plants.

Our newsletter will be about the five uses of plants and how to care for plants.

TEACHER DO: Write “Five Uses of Plants” and “Five Needs of a Plant” on a chart paper or on the board in the front of the class.

TEACHER SAY:
Let’s list the five uses of plants.
Raise your hand if you would like to share an answer.

TEACHER DO: Call on students to each give an answer until all five uses are mentioned. Under the heading, write the five uses of plants: food, clothes, fuel, shelter, and medicine.

STUDENTS DO: Recall the five uses of plants.

TEACHER SAY:
That’s correct.
And what about the five needs of a plant?

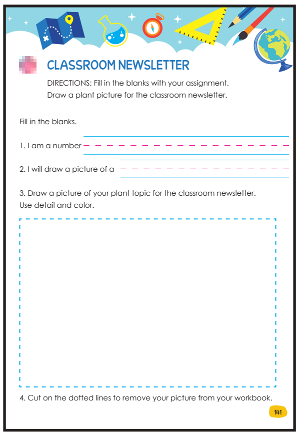
TEACHER DO: Call on students to each give an answer until all five needs are mentioned. Write each on the chart as students name them: water, soil, sun, air, and space.

STUDENTS DO: Recall the five needs of plants.

2. The class will be combining their work to create several large newsletters. Each student will have a different responsibility, and their work will be combined using the jigsaw method.

Note to teacher: A method for dividing up the work is included in the steps that follow. You may wish to approach the newsletter in a different way to suit the needs of your class.

TEACHER SAY:
A newsletter is made up of writing and pictures.
This newsletter has more writing than pictures, but ours will be the other way around.
It will have more pictures than writing.


CLASSROOM NEWSLETTER
DIRECTIONS: Fill in the blanks with your assignment. Draw a plant picture for the classroom newsletter.
Fill in the blanks.
1. I am a number
2. I will draw a picture of a
3. Draw a picture of your plant topic for the classroom newsletter. Use detail and color.
4. Cut on the dotted lines to remove your picture from your workbook.
141

TEACHER DO: Hold up a sample newsletter for students to see.

TEACHER SAY:
Each student will be assigned a picture to draw.
Open your student book up to page 141. so I can show you where you will work.

TEACHER DO: Hold up the student book opened to the correct page.

STUDENTS DO: Open their student book to page 141, Classroom Newsletter.

READ ALOUD: Fill in the blanks with your assignment. Draw a plant picture for a classroom newsletter.

TEACHER SAY:
You will soon find out your number as you all count off around the classroom.
Each of you will have a number from one through eight.
I will use the front row to demonstrate how to count off.

TEACHER DO: Have the first student say “One” aloud, the second student say “Two” aloud, the third student say “Three” aloud until the eighth student says “Eight” aloud. When you have reached eight, the next student will say “One” and continue to eight again. Continue this until the whole first row is counted.

Note to Teacher: If your students are unable to count off independently, you can assign numbers to each student.

TEACHER SAY:
Now let’s start again and count off with the entire class. Count along in your head until you are the one saying the next number out loud so you know what comes next. This is going to be

good practice for counting to eight!
Once you have a number, write it down in your student book so you do not forget it.

STUDENTS DO: **Count one through eight for the entire class. Each student writes down their number in the student book on the first line.**

TEACHER DO: **Follow along and help students count off correctly.**

TEACHER SAY:
You will each draw a picture of something about plants.
When you get your assignment, fill in the second blank in your student book.
If you are a number one, you will draw a picture of a plant as a food. Can everyone who said the number one out loud raise their hands?
Write on the second line "plant as food."

TEACHER DO: **Repeat the process of asking a group to raise their hands then providing their assignment and having them record it for the following 7 assignments:**

- Number two: Draw a picture of a plant used as clothes.
- Number three: Draw a picture of a plant used as a source of fuel.
- Number four: Draw a picture of a plant used as shelter.
- Number five: Draw a picture of a plant used in medicine.
- Number six: Draw a picture of sunlight making a plant healthy.
- Number seven: Draw a picture of soil making a plant healthy.
- Number eight: Draw a picture of of water making a plant healthy.

As you verbally assign numbers to pictures, write the number next to the words on the board. For example, write a number 1 next to the word Food on the board. You may want to post a list with the assignments.

STUDENTS DO: Write down the topic that corresponds to their assigned number.

3. Students will draw a picture of a plant based on their number assignment.

READ ALOUD: Draw a picture of your plant topic for the classroom newsletter. Use detail and color.

TEACHER SAY:
You will have ______ minutes to draw your picture for the newsletter.
I will be walking around the classroom observing your work.
Please raise your hand if you have a question or need assistance.

STUDENTS DO: **Draw and color their plant picture.**

TEACHER DO: **Walk and interact with the students as they are creating their models. About five minutes before the allotted time is over, give the students a warning that time will be up soon.**

TEACHER SAY:
It is time to stop drawing.

4. Students will help the teacher create the writing portion of the classroom newsletter.

TEACHER SAY:
You have just finished the pictures, or illustrations, for the newsletter.
Now we need to work on the writing portion of our newsletter.

TEACHER DO: Hang up eight large sheets of paper in the front of the classroom.

TEACHER SAY:
I will begin each page of our newsletter and I would like your help finishing it.
The first page will start with, "FOOD: Many of the foods we eat come from plants. Some of these foods are…"

TEACHER DO: Write the words on the top of the paper in large black marker.

TEACHER SAY:
I will use Calling Sticks to select students.
If your name is called, please say a food that comes from a plant.

TEACHER DO: Use Calling Sticks to select students. If correct, write students' answers on the large piece of paper.

STUDENTS DO: If called, list a food that comes from a plant.

TEACHER DO: Repeat this process of writing a starting sentence at the top of the newsletter page and then asking students for their thoughts for each of the remaining 7 pages. Use **calling sticks** to select students. Write down students' correct answers to complete each page. Do this for each of the remaining newsletter pages.

TEACHER SAY:
CLOTHES: The cotton plant can be used to make the fabric of our clothes. Some clothes that are made out of plants are…

STUDENTS DO: List clothes made out of plants.

TEACHER SAY:
FUEL: Plants can be made into fuel. I use plant fuel to run…

STUDENTS DO: List things that run on plant fuel.

TEACHER SAY:
SHELTER: Plants can provide us with shelter. Some examples of shelter include…

STUDENTS DO: List some examples of shelters.

TEACHER SAY:
MEDICINE: We can make medicine out of plants. Some medicines made out of plants are…

STUDENTS DO: List some plant-based medicines.

TEACHER SAY:
SUNLIGHT: Plants need sunlight to keep them healthy. Plants need sunlight because…

STUDENTS DO: List a reason why plants need sunlight.

TEACHER SAY:
SOIL: Plants need soil to keep them healthy. Plants need soil because…

STUDENTS DO: List a reason why plants need soil.

TEACHER SAY:
WATER: Plants need water to keep them healthy. Plants need water because…

STUDENTS DO: List a reason why plants need water.

5. Students will cut out and attach their plant drawings to the appropriate newsletter page. Students will need scissors. Have glue/tape near the newsletter pages.

TEACHER SAY:
Now we need to add your pictures to this writing.
Please open your student book back to page 141.

STUDENTS DO: Open student book to page 141.

READ ALOUD: Cut on the dotted lines to remove your picture from your student book.

STUDENTS DO: Open student book to page 141 and use scissors to cut out their pictures.

TEACHER SAY:
Please stand up if you have a picture for the food page.

TEACHER DO: Collect the food pictures and affix them to the large paper with tape or glue. If all pictures do not fit on the page, place pictures around the paper using tape.

Note to Teacher: If your classroom situation allows, students can glue/tape illustrations to the newsletter pages themselves.

TEACHER SAY:
Please stand up if you have a picture for the clothes page.

TEACHER DO: Collect the clothes pictures and affix them to the large paper with tape or glue. If all pictures do not fit on the page, place pictures around the paper using tape. Repeat this process for the pictures of the fuel, shelter, medicine, sunlight, soil, and water.

STUDENTS DO: Stand up when topic is called to bring pictures to teacher.

6. Closing: Compliment students on a job well done and excite them about the next day's lesson.

TEACHER SAY:
Wow! Look at that newsletter!
There is so much good information and the pictures look so colorful!
Tomorrow we will present our newsletter to a special guest!
Whisper to your Shoulder Partner who you think the special guest will be.

STUDENTS DO: Whisper to Shoulder Partner their guess.

Note to Teacher: Arrange for a special guest to come and view the newsletter presentation the following day. Some options for special guests could include parents, the principal, a prominent person in the commchaptery, or a fellow teacher.

Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Rehearse a class-room newsletter presentation. • Present a classroom newsletter.	• Rehearsal • Food • Clothing • Fuel • Shelter • Medicine • Sunlight • Soil • Water	Please arrange for a special guest to attend class for the presentation of the newsletter. You may choose to invite a parent, a school official, another teacher, or a commchaptery member.

MATERIALS

Classroom newsletter



Share (90 mins)

Directions

1. Introduction: Take this time to review with the students what they have completed so far towards their project.

TEACHER SAY:
On the first day of our project we learned about how to care for plants.
On the second day of our project we created a classroom newsletter.
Does anyone remember what you will be doing today?

TEACHER DO: Call on a student to answer the question.

STUDENTS DO: Answer the question.

TEACHER SAY:
Today, you will be presenting our newsletter to a special guest.
Are we ready to present right now?
Raise your hand if you think yes, we are ready.

STUDENTS DO: Raise hand if student thinks the answer is yes.

TEACHER SAY:
Raise your hand if you think no, we are not ready.

STUDENTS DO: Raise hand if student thinks the answer is no.

TEACHER SAY:
I agree with the no's!
We have our newsletter written but we do not know who will say what to our special guest.
That is why we need to rehearse.
Rehearse means to practice.
Can you all say rehearse?
Ready? Rehearse.

STUDENTS DO: Repeat the word rehearse.

2. Rehearse for the classroom newsletter presentation.

TEACHER DO: Call up the eight students who are the most proficient at reading at this point in the school year.

Note to Teacher: Coordinate with teacher of Arabic/English if needed to identify students.

TEACHER SAY:
Each of these students will stand next to a page of the newsletter.
When I point to them, they will read what is written on the page.
Also, when I point to them, all students who made a picture for that page will stand. Everyone will get a chance to present to our special guest!
Let's practice the first page.

TEACHER DO: Point to the student standing next to the food page. Remind all students who made a picture for that page to stand.

STUDENTS DO: Selected student reads the words on the newsletter page.

TEACHER SAY:
After he/she is done reading I would like all students standing to say what they drew a picture of one at a time.
For example, when it is your turn you should say "I drew a picture of a ____________." Use a complete sentence. Speak clearly and look at the entire class.
Let's practice that part.

STUDENTS DO: One at a time, students say what food they drew.

TEACHER SAY:
Now that we understand the order of things, let's start from the beginning and go through the whole newsletter.
I will practice my introduction too.
"Hello, and welcome to our classroom. We have learned so much in the last few days and would like to present to you our newsletter about plants."

STUDENTS DO: Rehearse the newsletter presentation.

Note to Teacher: You can allot as much time as needed to rehearse. Some groups may only need one time; others may need more. Use your discresion.

3. Present the classroom newsletter to the special guest.

TEACHER SAY:
We are ready for our presentation now.
Let me welcome our special guest into the classroom.

TEACHER DO: Escort the special guest into the classroom and invite the guest to sit at the front center of the class.

TEACHER SAY:
Hello __________, and welcome to our classroom.
We have learned so much in the last few days and would like to present to you our newsletter about plants.
Would our eight readers please come to the front of the classroom and stand by your newsletter page?

TEACHER DO: Point to students as practiced during rehearsal for each of the eight newsletter pages. Some students may be nervous, but provide reassurance and praise for students for practicing important communication skills.

STUDENTS DO: Readers walk to assigned places. Present the classroom newsletter about plants to the special guest.

TEACHER SAY:
Thank you, _____________, for visiting our classroom today.
We hope you learned a lot about the importance of plants and how to care for them.
Students, can you say thank you to our guest?
Ready? Thank you.

STUDENTS DO: Say thank you.

Note to teacher: After the presentation, engage with the special guest. Ask him/her how he/she liked the presentation and if he/she learned any new information.

4. Closing: This is the end of the chapter. Review what students have learned, and preview what they will experience in the final chapter of the theme.

TEACHER SAY:
Students, I am proud of the hard work you have put into this chapter.
You learned all about patterns in nature, healthy food choices, agricultural jobs, the importance of plants, and how to take care of the plants that grow in the world around us.
I think that __________ really learned a lot from your newsletter presentation.
Our next chapter is called "Celebrating the World Around Us."

PRIMARY 1

Multidisciplinary

THE WORLD AROUND ME

Chapter 4: Celebrating the World Around Us

Theme Overview

Celebrating the World Around Us

COMPONENT	DESCRIPTION	# OF LESSONS
Discover	Students will discover important feasts and traditions in Egypt and compare how they celebrate with others. Students will practice appropriate behavior and use their five senses to make observations about Egyptian traditions.	2
Learn	Students will read informational texts to learn about Egyptian monuments. Students will use learning about maps and transportation to show understanding of monument locations. Students will visit the library to practice appropriate behavior for visiting monuments.	2
Share	Students will build a model of a historical monument and share by creating a classroom museum. Students will participate in a gallery walk of the classroom museum and analyze the models of others.	3

Learning Indicators

Throughout this chapter, students will work toward the following learning indicators:

READING:

- Follow words from left to right, top to bottom, and page by page.
- Orally produce single-syllable words by blending sounds.
- Read common, high-frequency words by sight.
- Decode regularly spelled one-syllable words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Follow written instructions.
- Ask and answer questions about key information in text.
- Identify the general idea and retell key information of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, read informational text appropriately complex for Primary 1.
- Participate in collaborative conversations.

WRITING:

- Write letters.
- Write two-or three-word sentences.
- Write high-frequency words.
- Arrange words to form sentences.
- Arrange images to form a tale.

SPEAKING AND LISTENING:

- Mimic sounds.
- Pronounce sounds.
- Pronounce short and long vowel sounds.
- Combine syllables to form words.
- Participate in collaborative conversations with diverse partners about topics and texts with peers and adults.
- Follow agreed-upon rules for discussions.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation.

SCIENCES:

- Raise questions about the world around them.
- Seek answers to some of their questions by making careful observations, using 5 senses, and trying things out.
- Design and make things with simple tools and a variety of materials.
- Develop an understanding of engineering design.
- Develop an understanding of the role of troubleshooting, research and development, invention, and experimentation in problem solving.
- Develop the abilities to apply the design process.

SOCIAL STUDIES:

- Describe important feasts. (e.g., New Year's Eve, Bairam, Fitr, Christmas)
- Describe verbally some positive and negative habits in the home, school, and commchaptery.
- Identify models of public heritage. (e.g., traditional songs, foods, and dress).
- Identify some historical sites and monuments.
- Respect diversity and differences among people.
- Demonstrate appropriate and respectful behaviors when visiting important historical sites and monuments.
- Provide examples of good behavior in celebrating special occasions in the home, school, and commchaptery.
- Describe verbally the difference between self and others.
- Identify the main four directions, east, west, north south.
- Use the directions to point to the locations of things.
- Describe how a map helps people locate places.
- Describe places in the environment using geographic characteristics.

ART:

- Use simple geometric shapes to create images of things found in the surrounding environment.
- Create complex artwork by repeating geometric shapes (square, triangle, circle, rectangle).
- Recreate elements from the surrounding environment into geometric shapes using painting software.

MEDIA:

- Create and conduct a survey in the classroom.

LIBRARY:

- Identify the librarian.
- Identify the location of the library.
- Participate in a reading competition in the library.
- Create an album of stories they have read in the library.
- Return books to the correct location in the library.

ECONOMICS AND APPLIED SCIENCE:

- Cooperate with classmates in playing and activities.
- Show respect to older people and help younger people.
- Listen carefully to classmates.
- Use appropriate vocabulary to communicate with others (e.g., please, thank you, if I may.).
- Maintain an appropriate appearance.

VOCATIONAL FIELDS:

- Explain the importance of maintaining the cleanliness of the classroom.
- Work with classmates to maintain the cleanliness of the classroom.

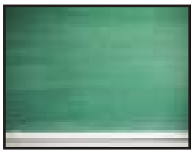
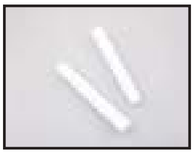
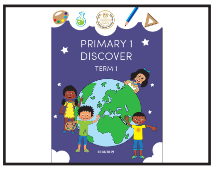
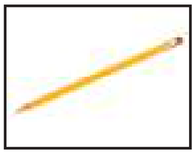
CH 4 Pacing Guide

LESSON	INSTRUCTIONAL FOCUS
1	DISCOVER: **Students will:** • Conduct a survey of favorite feasts. • Read a nonfiction text about four important feasts. • Describe four important feasts with pictures and labels. • Discuss and role play examples of good behavior during special occasions.
2	DISCOVER: **Students will:** • Introduce themselves using art and words. • Identify similarities and differences. • Make observations using the five senses.
3	LEARN: **Students will:** • Read informational text about Egyptian monuments and historical sites. • Use a map and the four main directions to locate themselves in relation to monuments. • Discuss necessary forms of transportation to travel to monuments.
4	LEARN: **Students will:** • Learn the appropriate behaviors for visiting national sites. • Compare behaviors to those of visiting a library. • Practice behaviors while visiting a library. • Participate in a reading competition at the library. • State and justify opinion on favorite monument.
5	SHARE: **Students will:** • Gather and sort materials to build a monument. • Create an engineering design plan for a historical monument model.
6	SHARE: **Students will:** • Build a model of a historical monument from collected materials..
7	SHARE: **Students will:** • Assemble a classroom museum. • Utilize a gallery walk to analyze other students' work.

Lesson 1 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Conduct a survey of favorite feasts. • Read a nonfiction text about four important feasts. • Describe four important feasts with pictures and labels. • Discuss and role play examples of good behavior during special occasions.	• Feast • Celebration

MATERIALS

Chart Paper	Markers	Blackboard	Chalk	Student book	Pencil
					



Discover (90 mins)

Directions

1. Introduction: This is a time to excite your students about the new chapter.

TEACHER SAY:
We are starting a new chapter called "Celebrating the World Around Us."
What do you think we might learn?

TEACHER DO: Use Calling Sticks to choose a few students to answer the question before continuing. Allow an interactive conversation as you see fit for your class.

 **STUDENTS DO:** Predict what might be part of the new chapter.

TEACHER SAY:
Those were all good ideas.
In this chapter, we will learn about feasts and celebrations, traditions, historical sites, and monuments.

TEACHER SAY:
At the end of the chapter, we will create a classroom museum!
Before we start learning about monuments, let's talk about other ways we celebrate. Today, we are going to learn about feasts and holidays.

2. Activate prior knowledge of students by conducting a classroom survey of favorite feasts. Use chart paper and markers to record information.

TEACHER SAY:
Throughout the year, we celebrate many events and holidays.
One of the ways we celebrate is around a big meal.
What are some important feasts that you celebrate?

Please raise your hand and name one feast.

STUDENTS DO: Raise hand, and when called on, name one feast.

TEACHER DO: Call on several students to name one feast. Write responses on the board or a piece of chart paper. Leave enough space next to the response for students to mark an "x" next to their favorite choice. You may choose to gather student responses instead of having students approach the board individually, depending on the logistics of your classroom. Make sure to add feasts forgotten by students if necessary/appropriate.

TEACHER SAY:
Now, let's find out which feasts are our favorites.
Your favorite feast might be different than a classmate's favorite.
We are all different and that's okay.
When your row is called, please line up in front of the chart.
Use a marker to make an "x" next to your favorite feast.
Watch me. I will put an "x" next to my favorite feast, which is ________.

TEACHER DO: Mark favorite feast with an "x."

STUDENTS DO: When called, students walk to board and record favorite feast.

TEACHERS DO: Make sure each student records a response. After each student votes, have the class repeat the name of the feast so they become familiar with seeing and saying the words.

TEACHER SAY:
Let's count how many students chose each feast.
Count aloud as I point to each "x."

TEACHER DO: Point to each "x" next to the first feast on the list and count.

STUDENTS DO: Count aloud.

TEACHER DO: Write the number on the chart paper next to the first feast. Have students write the number in the air. Repeat the process for each feast listed.

STUDENTS DO: Write the number of votes in the air for each feast.

TEACHER SAY:
Which feast is the favorite for the most students? How do you know? Whisper your answer in your hands.

TEACHER DO: Use Calling Sticks to choose a student to answer out loud.

STUDENTS DO: Whisper their answer into their hands then, if chosen, tells the class which feast is the class favorite.

TEACHER SAY:
This is great data. What else do you think we can learn about our class now that we know what feast is the favorite for most students? Share with a partner.

TEACHER DO: After students discuss with partners, use Calling Sticks to choose a student to answer out loud.

STUDENTS DO: Brainstorm with partners – topics to include might be that we know favorite foods, traditions, songs, etc.

Note to Teacher: This is an excellent opportchaptery to revisit students' prior learning about collecting data and creating bar graphs. If time permits, use data on students' favorite feasts to create a bar graph on a separate piece of chart paper.

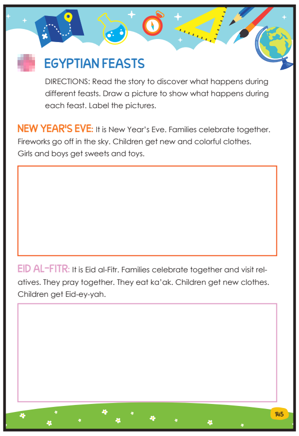
3. TEACHER DO: Read the nonfiction text about four important feasts on page 145: Egyptian Feasts multiple times, using the choral reading strategy on the last read through. Students will draw a

picture to further describe important celebrations.

TEACHER SAY:
In Egypt, we all celebrate some holidays together.
People also celebrate different events and holidays.
One way that we can show respect for others is by learning about their celebrations.
Let's read a story about different celebrations.
Open your student book to page 145.

STUDENTS DO: Open student book to page 145.

READ ALOUD: Read the story to discover what happens during different feasts.


EGYPTIAN FEASTS

DIRECTIONS: Read the story to discover what happens during different feasts. Draw a picture to show what happens during each feast. Label the pictures.

NEW YEAR'S EVE: It is New Year's Eve. Families celebrate together. Fireworks go off in the sky. Children get new and colorful clothes. Girls and boys get sweets and toys.

EID AL-FITR: It is Eid al-Fitr. Families celebrate together and visit relatives. They pray together. They eat ka'ak. Children get new clothes. Children get Eid-ey-yah.

145

TEACHER SAY:
Point to each word as I read the story aloud.

TEACHER DO: Read student book page 145 aloud.

STUDENTS DO: Point to each word as it is read aloud.

Note to Teacher: Information about feasts includes specific Arabic vocabulary that may not be familiar to your students. Consult with the teacher of Arabic to ensure literacy readiness and use of appropriate instructional strategies. If necessary, take extra time to work on pronunciation.

TEACHER SAY:
Now, let's read the story again. This time we will stop and talk about what we have discovered.

READ ALOUD:
It is New Year's Eve. Families celebrate together. Fireworks go off in the sky. Children get new and colorful clothes. Girls and boys get sweets and toys.

TEACHER SAY:
What did we learn about New Year's Eve? Please raise your hand to tell one thing that you discovered.

TEACHER DO: Call on several students to tell one thing that was discovered. Add information to a list on the board.

STUDENTS DO: Raise hand, and when called on, tell one thing that was discovered.

TEACHER SAY:
Have you ever celebrated New Year's Eve? Turn and tell your Shoulder Partner about something you remember. If you haven't celebrated it, listen to your Shoulder Partner and ask a question about their celebration.

STUDENTS DO: Tell a **Shoulder Partner** a New Year's Eve memory.

TEACHER SAY:
Let's continue.

READ ALOUD:
It is Eid al-Fitr. Families celebrate together and visit relatives. They pray together. They eat ka'ak. Children get new clothes. Children get Eid-ey-yah.

TEACHER SAY:
What did we learn about Eid al-Fitr? Please raise your hand to tell one thing that you discovered.

TEACHER DO: Call on several students to tell one thing that was discovered. Add information to the list.

STUDENTS DO: Raise hand, and when called on, tell one thing that was discovered.

TEACHER SAY:
Have you ever celebrated Eid al-Fitr? Turn and tell your Shoulder Partner about something you remember. If you haven't celebrated it, listen to your Shoulder Partner and ask a question about their celebration.

STUDENTS DO: Tell a **Shoulder Partner** a memory from celebrating Eid al-Fitr.

TEACHER SAY:
Let's read the next part of the story.

READ ALOUD:
It is Eid al-Adha. Families celebrate together. They pray together and witness the sacrifice of the sheep. They eat Fattah and visit their families. Children get new clothes. Children get Eid-ey-yah.

TEACHER SAY:
What did we learn about Eid al-Adha? Please raise your hand to tell one thing that you discovered.

TEACHER DO: **Call on several students to tell one thing that was discovered. Add information to the list.**

STUDENTS DO: **Raise hand, and when called on, tell one thing that was discovered.**

TEACHER SAY:
What else do you know about Eid al-Adha that might not be in the story? Raise your hand if you have something to add.

TEACHER DO: **Call on a few students with hands raised to offer more information.**

STUDENTS DO: **Offer more information about Eid Al-Adha if they have any.**

TEACHER SAY:
Thank you for sharing! Let's continue on to the fourth holiday.

READ ALOUD:
It is Christmas (Eid Almilad), which is celebrated on January 7. Families celebrate together. They eat lots of meat. Eid Milad Majid!

TEACHER SAY:
What did we learn about Christmas (Eid Almilad)? Please raise your hand to tell one thing that you discovered.

TEACHER DO: **Call on several students to tell one thing that was discovered. Add information to the list.**

STUDENTS DO: **Raise hand, and when called on, tell one thing that was discovered.**

TEACHER SAY:
What else do you know about Christmas that might not be in the story? Raise your hand if you have something to add.

TEACHER DO: **Call on a few students with hands raised to offer more information.**

STUDENTS DO: **Offer more information about Christmas if they have any.**

TEACHER SAY:
Let's read the story again. This time, try to read aloud with me while I read.
This is called choral reading.

STUDENTS DO: Read the text aloud with teacher.

TEACHER DO: Read the text aloud using choral reading.

TEACHER SAY:
I am so impressed with your reading!
I notice that the story does not have pictures.
Let's add pictures.

READ ALOUD: Draw pictures to show what happens during each feast. Label the pictures.

TEACHER SAY:
You can draw a scene with lots of people celebrating in it, or you can draw a detail like "fireworks go off in the sky." You will have ____ time to complete your drawings. Use the list I wrote on the board for help writing the words.

STUDENTS DO: Draw and label pictures.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed. Give students periodic reminders of how much time they have left, and which picture they should be working on to help them finish all four pictures.

4. Students should now be able to compare and contrast the different celebrations and traditions. Feel free to modify the approach outlined (describe differences, describe similarities) to allow for a less structured discussion.

TEACHER SAY:
Think about how the feasts are different. When I call your name, tell how the feasts are different. Then you get to call on the next person to share a difference.

TEACHER DO: Call on one student to tell one way the feasts are different. Allow for students to choose a classmate to also share.

STUDENTS DO: When called on, student will tell one way the feasts are different. Then the student will choose one other student to share another difference.

TEACHER SAY:
How are the four feasts we read about the same?
Let's have you choose this time as well! I'll start.

TEACHER DO: Call on one student to tell one way the feasts are the same. Allow for students to choose a classmate to also share.

STUDENTS DO: When called on, student will tell one way the feasts are the same. Then the student will choose one other student to share another similarity.

5. Students should recognize differences in ways that students celebrate. Discuss examples of good behavior during special occasions. Role play examples of good behavior for special occasions at home, school, and the commchaptery.

TEACHER SAY:
We celebrate in different ways.
Tell your Shoulder Partner how your family celebrates ___________ (choose a holiday).

STUDENTS DO: Tell your Shoulder Partner how their family celebrates the holiday.

TEACHER DO: Allow students time to share with their **Shoulder Partner**.

TEACHER SAY:
No matter how we observe a holiday or feast, celebrations are special occasions.
When we celebrate special occasions, we should show good behavior.
What are some ways that we can show good behavior during a celebration? Please raise your hand and tell us one way that we can show good behavior.

TEACHER DO: Call on several students to tell one example of good behavior.

STUDENTS DO: Raise hand, and when called on, tell one example of good behavior.

TEACHER SAY:
You have great ideas.
Let's practice some of them.
I will tell you a special occasion.
With a **Shoulder Partner**, act out an example of good behavior.
Let's begin.
Your grandparents give you a gift.
What do you do?

STUDENTS DO: Act out an example of good behavior.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

TEACHER SAY:
Let's think about a special occasion here at school.
The principal comes to give our class a special award.
What do you do?
How do you act and show respect? Act this out with your partners.

STUDENTS DO: Act out an example of good behavior.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

TEACHER SAY: The final special occasion is a festival in the commchaptery.
You see some people that need help.
What do you do?

STUDENTS DO: Act out an example of good behavior.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed.

TEACHER SAY:
I saw many examples of good and respectful behaviors.
Saying thank you, listening and paying attention, and offering to help adults and older people who need it are all things you can do to help make a celebration great!

6. Closing: The closing is used daily to finish the day. Use this section to have students recap the day's activities or to get them to think about what might be coming in tomorrow's lesson.

TEACHER SAY:
Today we discovered that people celebrate in different ways.
We also discussed ways to show good behavior during a celebration.
In the next lesson, we will discover some traditions of our country, Egypt.
We learned the word "tradition" way back in the beginning of the school year. Do you remember what "tradition" means?
As we finish our session, tell your **Shoulder Partner** what you think "tradition" means.

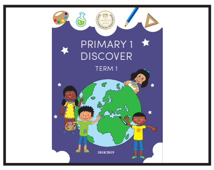
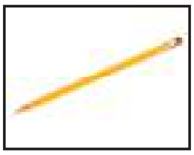
STUDENTS DO: Tell a **Shoulder Partner**

TEACHER DO: Allow students a moment to share ideas with a **Shoulder Partner**.

Lesson 2 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Read a nonfiction text about Egyptian traditions. • Identify Egyptian traditions. • Make observations using the five senses.	• Tradition

MATERIALS

Student book	Pencils	Optional: Traditional Music	Optional: Samples of traditional bean dish	Optional: Traditional Costume
				

Discover (90 mins)

Directions

1. Introduction: Use the introduction to review what was learned in the previous lesson.

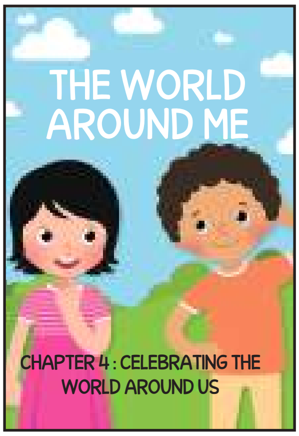
TEACHER SAY:
Yesterday, we discovered what happens during some important feasts.
Tell your Shoulder Partner one thing that you learned about an important feast.

STUDENTS DO: Share ideas with a Shoulder Partner.

TEACHER DO: Allow students time to share with a **Shoulder Partner**.

2. Students will discover Egyptian traditions by reading informational text in the student book page 147.

TEACHER SAY:
In Theme 1, we discussed our family traditions.
Remember, a tradition is a belief or action that is passed along over time.
Let's review what we learned in Theme 1.
What are some of your family's traditions?
Raise your hand and tell one family tradition.



TEACHER DO: Call on several students to tell a family tradition.

STUDENTS DO: Raise hand, and when called on, tell one family tradition.

TEACHER SAY:
Countries also have traditions.
We live in the country of Egypt, and Egypt has many traditions.
Let's discover some of the traditions of Egypt.
Open your student book to page 147.

STUDENTS DO: **Open student book to page 147.**

READ ALOUD: **Read the information to discover some Egyptian traditions.**

TEACHER SAY:
We are going to read this information about traditions of Egypt. The first time we read the page, point to each word as I read the text aloud.

TEACHER DO: **Read the text aloud.**

STUDENTS DO: **Point to each word as it is read aloud.**

Note to Teacher: Information about traditions includes specific Arabic vocabulary that may not be familiar to your students. Consult with the teacher of Arabic to ensure literacy readiness and use of appropriate instructional strategies. If necessary, take extra time to work on pronunciation.

3. Create a tree map to gather and organize information the students have learned about Egyptian traditions.

TEACHER SAY:
There is a lot of information to learn! Let's read the text again.
This time we will stop and discuss what we have discovered.

READ ALOUD: **One traditional song is about the life of Beni Helal.**
The singer plays the Rababa. Another famous song is Ahlan bil Eid. It is sung during a feast.

TEACHER SAY:
What did we learn about traditional songs?

TEACHER DO: **Use** **Calling Sticks** to call on 3-4 students. Add responses to the tree map.

STUDENTS DO: Tell one thing that was learned.

Note to Teacher: If possible, play a recording of a traditional song or Rababa playing for the students to listen to. You may wish to print or write some of the song lyrics to extend this as further literacy practice.

TEACHER SAY:
Do you know any other songs that are traditions in Egypt? Think about one we have sung frequently in class… Raise your hand if you have an idea.

TEACHER DO: **Call on several students to name other songs that are traditions. If a song named is popular, but not a national tradition, discuss the difference with students and don't record that song on the list.**

STUDENTS DO: **Offer other traditional songs.**

TEACHER SAY:
What else can we learn about national traditions?
Let's continue.

READ ALOUD: **Koshari is a traditional Egyptian dish. It is made with rice, lentils, and tomato sauce. Another traditional dish is Ful medames. It is made with soft beans. Fatta is a meat, bread, and rice soup.**

TEACHER SAY:
What did we learn about traditional foods?

TEACHER DO: **Use** **Calling Sticks** to call on 3-4 students. Add responses to the tree map.

STUDENTS DO: Tell one thing that was learned.

Note to Teacher: If possible and allowed, have samples of traditional food/beans for the students to try.

TEACHER SAY:
What other foods should we add to our list of traditions in Egypt? Raise your hand if you have an idea.

TEACHER DO: Call on several students to name other traditional foods.

STUDENTS DO: Offer other traditional foods.

TEACHER SAY:
This conversation is making me hungry! Let's continue. Many years ago, people in Egypt did not dress like you and I do today. We had traditional costumes. Let's read about these.

READ ALOUD:
Traditional costumes depend on where people live. Women in Alexandria and other regions used to wear melaya laf. Others wear a wide dress called galabiyas. In the city, they used to wear a burqa.' This is a long rectangular face veil. Men used to wear galabiyas, trousers, and koftans.

TEACHER SAY:
What did we learn about traditional clothing?

TEACHER DO: Use **Calling Sticks** to call on 3-4 students. Add responses to the tree map.

STUDENTS DO: Tell one thing that was learned.

Note to Teacher: If possible, wear or bring examples of traditional costumes to show students.

4. Lead the students in using their five senses to identify and reflect on Egyptian traditions. The will record their observations on page 148 of the student book.

TEACHER SAY:
In the first theme, we learned about our five senses.
Who can remember what they are?

TEACHER DO: Use **Calling Sticks** to choose five to six students to answer until you have all five correctly listed.

STUDENTS DO: Recall the five senses.

TEACHER SAY:
Look at our tree map.
These are songs.

TEACHER DO: Point to the songs.

TEACHER SAY:
What sense do we use to listen to songs?

TEACHER DO: Use **Calling Sticks** to choose 1-2 students to answer.

STUDENTS DO: Name the sense being used.

TEACHER SAY:
These are foods.

TEACHER DO: Point to the foods.

TEACHER SAY:
What two senses do we use when we eat food?

TEACHER DO: Use **Calling Sticks** to choose 1-2 students to answer.

STUDENTS DO: Name the sense being used.

TEACHER SAY:
These are items of clothing.

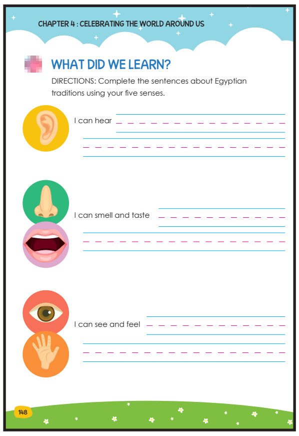
TEACHER DO: Point to the clothing.

TEACHER SAY:
What sense do we use to pick out our clothing?

TEACHER DO: Use Calling Sticks to choose 1-2 students to answer.

STUDENTS DO: Name the sense being used.

Note to Teacher: Students may suggest more than one sense for each tradition. For example, students might say that eating requires tasting, smelling, and touching. Make sure you highlight the primary sense(s) being used before moving on to the next tradition, but facilitate understanding that we often use more than one sense at a time.



TEACHER SAY:
Let's use our five senses to tell what we have learned about Egyptian traditions.
Open your student book to page 148.

STUDENTS DO: Open student book to page 148.

READ ALOUD: Complete the sentences about Egyptian traditions using your five senses.
I can hear ____.
I can smell and taste ____.
I can see and feel ____.

TEACHER SAY:
Think about your five senses.
What do you hear, smell, taste, see, and feel in our traditions?
Complete the sentences with your own observations. You can write about something we talked about, or something else that you have experienced during a tradition.
Use our tree map about Egyptian traditions if you need help with words.

STUDENTS DO: Complete the sentences with information from the tree map.

TEACHER DO: Circulate around the classroom.. Provide guidance, as needed. You may wish to allow students to draw instead of writing sentences, or you may choose to complete this activity as a whole class.

TEACHER SAY:
Let's share our sentences with a Shoulder Partner.
Read each sentence. Make sure to take turns and listen carefully when your partner is reading.

STUDENTS DO: Read each sentence to your Shoulder Partner.

TEACHER DO: Allow students time to share with your **Shoulder Partner**.

5. Closing: The closing is used daily to finish the day. Use this section to have students think about what might be coming in tomorrow's lesson.

TEACHER SAY:
Today, we discovered some traditions in Egypt.
Traditions help us celebrate the world around us.
We talked about how we experience the traditions with our senses.
In the next lesson, we will learn about some special places in Egypt.
What are some special places you have visited?
Tell your Shoulder Partner.

STUDENTS DO: Tell a Shoulder Partner about a special place they have visited.

TEACHER DO: Allow students time to share with a **Shoulder Partner**.

Lesson 3 Overview

LEARNING OUTCOMES

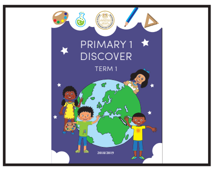
Students will:
- Read informational text about Egyptian monuments and historical sites.
- Use a map and the four main directions to locate themselves in relation to monuments.
- Discuss necessary forms of transportation to travel to monuments.

KEY VOCABULARY

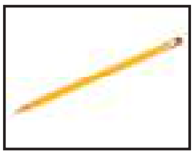
- Monument
- Compass rose
- Transportation

MATERIALS

Student book



Pencils



Blackboard or Chart Paper



Chalk or Markers



Learn (90 mins)

Directions

1. Introduction: Review what students learned during the first two days of the chapter. Introduce students to what they will learn next.

TEACHER SAY:
Over the past two days, we have been learning about the world around us. We have talked about our favorite feasts and celebrations.
We discovered how sometimes our celebrations are the same as others, and sometimes they are different.
Now, we are going to start learning about a different way to celebrate the world around us. We can celebrate by honoring people and events in physical monuments.
We are going to learn about the monuments and historical sites of Egypt.
All things that are left to us by our old ancestors and that express their lives is called a monument. Can you all say the word monument?
Repeat after me. Monument.

STUDENTS DO: Repeat the word monument.

TEACHER DO: Lead students in repeating word until they are comfortable with the pronunciation.

2. Students are going to read page 149 of their student books to learn about four of the most famous Egyptian monuments.

Note to teacher: If there is an important local monument that is not listed in this activity, feel free to add conversation about that monument and what it honors as students learn.

TEACHER SAY:
Today we will learn about four famous Egyptian monuments.
Let's quickly count to four.
Ready, go!
1 2 3 4

STUDENTS DO: Count to four.

TEACHER SAY:
These four monuments are very important, and people come from all over the world to visit them.
Open your student books to page 149.


EGYPTIAN FEASTS

DIRECTIONS: Read the story to discover what happens during different feasts. Draw a picture to show what happens during each feast. Label the pictures.

NEW YEAR'S EVE: It is New Year's Eve. Families celebrate together. Fireworks go off in the sky. Children get new and colorful clothes. Girls and boys get sweets and toys.

EID AL-FITR: It is Eid al-Fitr. Families celebrate together and visit relatives. They pray together. They eat ka'ak. Children get new clothes. Children get Eid-ey-yah.

145

STUDENTS DO: Open student books to page 149.

READ ALOUD: Read about these Egyptian monuments.

STUDENTS DO: Read about monuments.

TEACHER DO: Circulate around room providing assistance as needed.

Note to Teacher: Students may not be able to read the text on page 149 independently. You may wish to read aloud while they follow along. You can practice choral reading. You could have students read in groups. Consult the teacher of Arabic to ensure appropriate literacy level and choice of instructional strategy.

TEACHER SAY:
These places are pretty interesting.
Have any of you ever been to one of these monuments?
First, turn to your Shoulder Partner to tell them about your visit if you have been to one of these monuments. Then you will have a chance to share with the class.

STUDENTS DO: Share experiences with a **Shoulder Partner**.

TEACHER DO: Call on 3-4 students to share experiences before moving on. If no students have been to a monument, you can ask students which monument they would like to visit if they could. This is also a good time to discuss local monuments if students have not visited the four listed.

3. Students will use page 150 in their student book to apply what they learned in a previous chapter about maps and transportation to the visiting of national monuments.

TEACHER SAY:
Now that we know something about these monuments, we are going to use skills we learned in the last two chapters to figure out how we might get to each monument from where we live!
Let's start with where the monuments are.
Do you remember when we learned about the four directions on a map?
Who can tell me the four directions?

TEACHER DO: Use Calling Sticks to choose four students to list the four main directions.

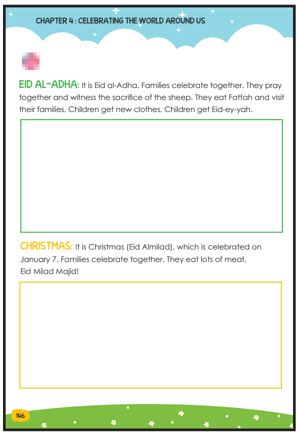
TEACHER SAY:
The four main directions are north, south, east, and west.
Remember that the compass rose shows us the four directions on a map.
While you were reading, did you see any direction words? Look back at the text. Who can point to and say one of the direction words you see?

STUDENTS DO: Raise hands and identify direction words such as "west bank"/"east bank", "south of Cairo."

TEACHER DO: Call on students to identify direction words they see in the text.

TEACHER SAY:
Great job! We learned that some monuments are east of the river and some are west. We learned

that the pyramids locate in Giza, they are south of Cairo.
Now, let's look at the monuments on a map of Egypt.
Turn to page 150 in your student book. It says Traveling to Egyptian Monuments on top. Listen as I read the first part of the directions.



CHAPTER 4 : CELEBRATING THE WORLD AROUND US

EID AL-ADHA: It is Eid al-Adha. Families celebrate together. They pray together and witness the sacrifice of the sheep. They eat Fattah and visit their families. Children get new clothes. Children get Eid-ey-yah.

CHRISTMAS: It is Christmas (Eid Almilad), which is celebrated on January 7. Families celebrate together. They eat lots of meat. Eid Milad Majid!

146

STUDENTS DO: Turn to page 150 in student book.

READ ALOUD: Look at the map below. Draw a large "X" where we live.

STUDENTS DO: Draw an "X" near where they are located in the country of Egypt.

Note to Teacher: If students are not aware of where their town is located relative to the entire country, display/draw a large map of Egypt on the board and show them where to draw the "X". Use the dialogue that follows to reinforce directions including north, south, east and west. Suggestions are included for students to work independently, but you may wish to approach this as a class or in small groups.

TEACHER SAY:
We are located ________ of the Nile River and ________ of Cairo.
In the next activity, you are going to think about how you could get to the monuments. First, you will write which direction the monument is from where we live. Then, you will think back to the last chapter when we talked about transportation. Look at what is between you and the monument on the map. Then think about what form of transportation you could use to get there.
If you need to cross a river, what form of transportation would you most likely need? Raise your hand if you have an idea.

STUDENTS DO: Raise hands to answer the question.

TEACHER DO: Call on students with hands raised to offer ideas.

TEACHER SAY:
If the monument is very close, could you even walk?
Look back at your student book while I read the rest of the directions.

READ ALOUD: Complete the sentences below the map with a direction and a form of transportation.

STUDENTS DO: Complete sentences about monuments.

TEACHER DO: Circulate around the classroom. providing assistance as needed. Remind students to use the compass rose to figure out directions.

TEACHER SAY:
Very good work.
Turn to your Shoulder Partner and compare your answers.
If you did not get the same directions, look at your map again and decide which answer is correct.
Then, change the incorrect answer.
If you wrote down different types of transportation, tell each other why you picked the one you wrote. Help each other decide if each type chosen is possible, then decide on which one would be BEST.

STUDENTS DO: Discuss with Shoulder Partner. Make corrections if necessary.

Note to Teacher: There is not one correct form of transportation for each sentence. It is important that the students' answers are logical, possible, and can be justified.

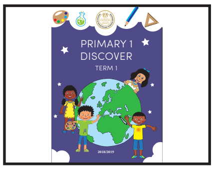
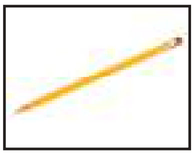
4. Closing: Review what students have learned and preview what they will learn tomorrow.

TEACHER SAY:
You are all prepared to travel to the four most famous monuments in Egypt!
Tomorrow, we will learn about how to behave if you got to visit national sites.

Lesson 4 Overview

LEARNING OUTCOMES	KEY VOCABULARY	LESSON PREPARATION FOR THE TEACHER
Students will: • Learn the appropriate behaviors for visiting national sites. • Compare behaviors to those of visiting a library. • Practice behaviors while visiting a library. • Participate in a reading competition at the library. • State and justify opinion on favorite monument.	• Appropriate • Modest • Competition	Students will visit the library in this lesson to research national or local monuments. Contact the librarian ahead of the class to help select reading materials at an appropriate level for your students. If you are unable to arrange a visit to the school library, or if your school does not have a library available, you can choose to model the behaviors and interactions in the classroom. You may want to invite another adult to the class to role play the librarian, or you can choose to model this for your students yourself.

MATERIALS

Student books	Pencils	Books about the Egyptian monuments
		

Learn (90 mins)

Directions

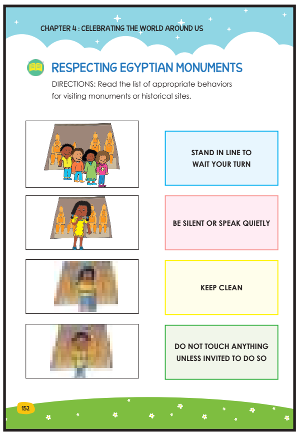
1. Introduction: Review what students learned on Day 3. Introduce them to what they will be doing today.

TEACHER SAY:
Yesterday, you learned about which direction you would travel to get to a monument. You also thought about what the best form of transportation would be to take.
Today, we will talk about how you should behave when you arrive.
What are some of the behaviors we acted out when we talked about celebrations and feasts?

TEACHER DO: Accept 3-4 answers before continuing.

TEACHER SAY:
Often, celebrating means lots of people, talking loudly, laughing, singing, and eating. Sometimes, it means quiet concentration.
Visiting a monument is a different kind of celebration.
It is honoring our past, so our behavior will look different than it would at a party or feast.
To show honor, our behavior should be quiet and respectful.
It will look a lot like the behaviors you show when you are at the library.

2. Students will read the list of appropriate behaviors on page 152 of the student book and compare them to the behaviors they display in a library.



TEACHER SAY:
We will be visiting the library today, so you can practice behavior appropriate to visiting monuments.
Do you remember the last time we visited the library?
How did we behave?

TEACHER DO: **Accept 3-4 answers before continuing.**

TEACHER SAY:
Many of the same behaviors you need to do in a library are what you would need to do at a monument.
Turn to page 152 in your student book. It says Respecting Egyptian Monuments on top.

STUDENTS DO: Turn to page 152 in student book.

READ ALOUD: Read the list of appropriate behaviors for visiting monuments of historical sites.

STUDENTS DO: Read list of behaviors.

TEACHER DO: Circulate around room providing assistance as needed.

Note to Teacher: Students may not be able to read the text independently. You can read aloud while they follow along. You can practice choral reading. You can have students read in groups. Consult the teacher of Arabic to ensure appropriate literacy level and choice of instructional strategy.

TEACHER SAY:
Just like when we visit the library, when we visit a monument, we must wait our turn in line, be quiet, keep clean, and keep our hands to ourselves.

3. Take students to the library to practice these behaviors. They will need to bring their student books and a pencil. If a library is not available, practice around the classroom.

TEACHER SAY:
We are going to go to the library to practice these behaviors.
We should respect our library like we would a monument.
Because we are at school, we are already dressed modestly.
We are covered appropriately and showing respect for ourselves and others.
Now we will line up to go to the library.
Please get into line one behind the other.
Stay silent and keep your hands to yourself.
Once we get to the library, I will give you directions.

STUDENTS DO: **Get into line to walk to library.**

TEACHER DO: **Lead students to the library. Continue discussion once you arrive.**

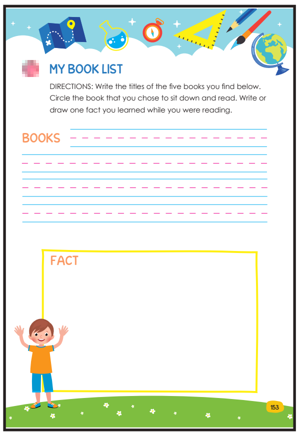
TEACHER SAY:
Now that we are at the library, it is important that we remain quiet, so we show respect to everyone here. Why do you think staying quiet shows respect to others? Turn to your Shoulder Partner and whisper your answer.

STUDENTS DO: **Whisper ideas to a Shoulder Partner.**

TEACHER SAY:
Remember not to touch anything you are not supposed to, and to follow my directions. While we are here, we are going to pretend we are visiting a monument, because the behaviors we show at both are the same.

4. Lead students through a competition in which they each try to find five books about an Egyptian monument. Students will choose one of the books to read based on interest. Students will record the books they find and a fact they learned on page 152 of the student book.

Note to teacher: The activity described might be challenging to implement if you have a large number of students in your class. You may want to modify so that students work in small groups, or you can eliminate the contest aspect and just have 5 books selected in advance for students. Students/student groups can rotate to each book and look for details. If students struggle with reading independently (remember to consult the teacher of Arabic and/or the librarian for help with selecting appropriate level texts), you may wish to conduct this investigation as a whole class.



TEACHER SAY:
In the library today, you are going to participate in a competition, or contest.
You are going to try to find five books about Egyptian monuments.
The librarian and I will help guide you to the right areas of the library.
First, you will write down the titles of the five books. For this step, you can share books with other students. Next, you will choose one of the books you find to sit down and read- you can pick the one that looks most interesting to you! If you feel more comfortable reading with a partner, you can choose a book together and take turns reading.
Then, you will write down what you learned.
Turn to page 153 in your student book.

STUDENTS DO: Turn to page 153 in student book.

READ ALOUD: Write the titles of the five books you find below. Circle the book that you chose to sit down and read. Write or draw one fact you learned while you were reading.

TEACHER DO: With librarian, guide students to appropriate areas of library to find books. As there are three tasks, repeat instructions periodically if needed. Provide assistance as necessary.

TEACHER SAY:
Please sit down next to your Shoulder Partner.
Share with your partner what you learned while you were reading.

STUDENTS DO: Find Shoulder Partner, sit down, and discuss reading.

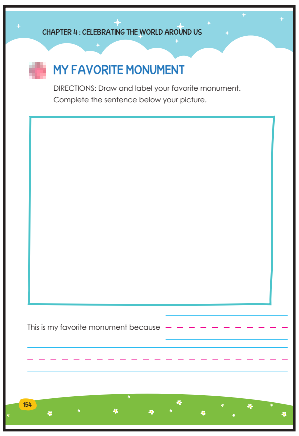
TEACHER DO: Circulate around library listening to discussions.

TEACHER SAY:
Now we are going to return to the classroom.
When we leave the library, just like when we leave a monument, we want to leave it clean.
Please take a moment to put the books away to the correct location and tidy up. Pick up your student book and pencil to prepare to leave.

STUDENTS DO: Put books away and clean any messes.

TEACHER SAY:
Please get into line one behind the other. Stay silent and keep your hands to yourself.

STUDENTS DO: Get into line to walk to the classroom.



TEACHER DO: Lead students back to the classroom.

TEACHER SAY:
Please take your seats quietly.
I am proud of your respectful behavior.
All of you are ready to visit monuments!

5. Students will conclude their learning on monuments by stating and justifying their opinion about which is their favorite on page 154 of the student book.

TEACHER SAY:
Yesterday you learned about the four most famous Egyptian monuments.
Today, you may have learned about some others.
Now, I want you to choose which monument is your favorite.
You are going to write why it is your favorite.

Turn to page 154 in your student book.

STUDENTS DO: Turn to page 154 in student book.

READ ALOUD: Draw and label your favorite monument. Complete the sentence below your picture.

STUDENTS DO: Draw monument and complete sentence.

TEACHER DO: Circulate around room, and provide assistance as needed.

TEACHER SAY:
I am going to use my Calling Sticks to choose students to share their favorite monuments and why.

TEACHER DO: Use Calling Sticks to choose 3-4 students to share monuments.

6. Closing: Use this time to look forward to what students will be doing during Share.

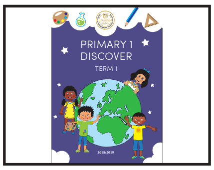
TEACHER SAY:
I am so proud of all the hard work you've done learning about Egyptian monuments.
Tomorrow, you will begin creating a model of a monument.
Then, we will use all of our models to create a museum inside of our classroom!

Lesson 5 Overview

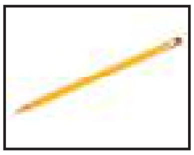
LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Gather and sort materials to build a monument. • Create an engineering design plan for a historical monument model.	• Engineering • Design • Materials • Model • Historical • Monument

MATERIALS

Student books



Pencils



Chalk or Markers



Black Board or Chart paper

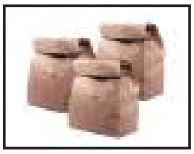


Mode of Transportation Model from the previous lesson

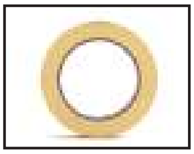
Various building materials (clay, string, tin foil, card board, recycled objects, etc.)



Bags



Masking Tape



Optional: Computers/Tablets with painting software

Share (90 mins)

Directions

Note to teacher: To prepare for this lesson, look through student book s at which favorite monuments they drew on the previous day. Try to find books or pictures of these monuments for students to use in the next two days as they plan and build models.

Before the lesson starts, set up the materials on a table (if possible) or on the floor at the front of the classroom. Sort the materials into like categories. For example, all paper products in one pile and all metal objects in another.

2. Introduction: This is a time to introduce the culminating project to your students for this chapter.

TEACHER SAY:
To display how much you know about monuments in the world around us, you and your classmates will build another model.
You have already built a model this year. Who can remember?
What did we build a model of?

TEACHER DO: Call on one student to answer this question.

STUDENT DO: Student answers question.

TEACHER SAY:
What did you learn about building a model from that experience?

TEACHER DO: **Use** **Calling Sticks** to choose three to four students to answer the question before continuing.

STUDENTS DO: Share ideas with the class.

Note to teacher: Remind students of the design process used to complete their model projects. The process was introduced in the chapter "Moving Around Our Environment." You may wish to re-post the flow chart, as shown below, from that chapter. Remember, the process outlined is a modification of more complex design processes that students will be introduced to in later grades.

TEACHER SAY:
Thank you for sharing your thoughts.
Here is an example of the model you made a few lessons ago.

TEACHER DO: **Hold up an exemplary mode of transportation model.**

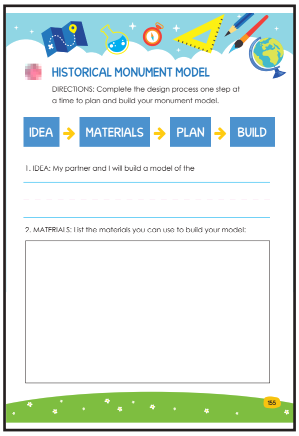
TEACHER SAY:
This time, you and your Shoulder Partner will build a model of a historical monument.
Open your student book to page 149 and review the historical monuments you have previously learned about.

STUDENT DO: **Open student book to page 149.**

TEACHER SAY:
Follow along and look at the picture as I say the name of each monument.
I will also write the names of the monuments on the board.

TEACHER DO: **Write the names of the historical monuments on the board.**

3. Students will be building their model with a partner. Therefore, provide time for students to discuss their favorite monuments with their partners, so they can work together to choose which one they will build. You may choose to structure this activity in a different way – for example, in small groups or as a whole class. Modify the directions to suit the needs of your students and the structure you choose for your classroom.



TEACHER SAY:
Yesterday, you drew a picture of your favorite monument in your student book.
Today, you will work with your Shoulder Partner to decide which of your favorites you will model.
If you both drew the same monument, the choice will be easy!
If you drew different monuments, you will have to work together to pick just one. Open your student books to page 155 and show your picture to your Shoulder Partner. Work together to decide which one you will build.

STUDENT DO: **Open student books to page 155. and choose a monument to build with your shoulder patner.**

TEACHER SAY:
Just like we did before, we are going to use the design process to build our monument models step by step.
The design process is what real engineers use whenever they are designing or building a new product.
Remember that the steps of the design process are:
Turn to page 155 in your student book.

STUDENTS DO: **Turn to page 155 in student book.**

READ ALOUD: **Complete the design process one step at a time to plan and build your historical monument model.**

TEACHER SAY:
The first step is to have an IDEA. You and your partner already decided what you are going to build. Write the monument that you and your partner chose to complete the sentence, "My partner and I will build a model of the __________."

STUDENTS DO: Students write down their choice.

4. Make sure students are given time to explore the materials available to them to build. Depending on your classroom situation, they may have the opportunity to walk up and look at them, or you may have to hold them up and display them.

TEACHER SAY:
The next step in the design process is to make a list of MATERIALS you will use.
Last time you found your materials in the school yard.
This time, as you know, we have been bringing in materials since the beginning of this chapter.

TEACHER DO: Point to the materials on the table at the front of the classroom.

TEACHER SAY:
As you can see, I have sorted the materials into categories.
You will each have a chance to take turns looking over the possible materials.
When it is your turn, think about the shape of your historical monument and which items you may want to use for the different parts of your model.
We are not going to build the models today, so don't take any materials away from the table. For now, you are just going to look at them and think about how to use them.

TEACHER DO: Call approximately 5-10 students at a time up to the front of the class to look at the materials. Students can touch the materials but cannot take them out of their sorted categories. If this does not work for your classroom situation, hold the items up to display to students.

STUDENTS DO: Take turns in small groups observing the materials and return to seats.

TEACHER SAY:
Now that you have seen the materials, think about how you can use them.
For example, if your model has a tower, what materials might you use?

TEACHER DO: Select a few students to answer the question.

STUDENT DO: Answer what materials they might use to build a tower.

TEACHER SAY:
Great ideas.
Now that you have seen the materials available to you, decide which materials you may want to use to build your model.
Write those materials in the box under where you wrote your choice of monuments.

5. Students will create a simplified drawing of their monument using shapes. This will allow them to easily label each part with the material the students want to use to build.

TEACHER SAY:
The next step in designing something is to draw a quick sketch of what you PLAN to build. Sometimes when we draw, we take our time, add lots of detail, and try to get as close as possible to what we see. In a quick sketch, you don't add details. You are trying to capture an idea quickly on paper so you can remember it later. Today, you are going to draw a quick sketch of your monument using shapes that you see.
Let me show you. If I wanted to draw a tower, what shapes could I use? Raise your hand if you have an idea.

STUDENTS DO: Raise hands to offer ideas.

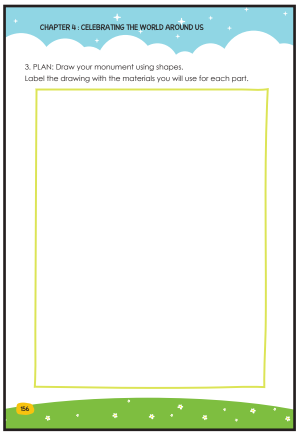
TEACHER DO: Call on students for ideas. When one says a rectangle, agree and draw a picture

of a tower using a rectangle on the board. Draw a circle or triangle on top of the rectangle to show students how to use multiple shapes. Think Aloud as you draw to model how you make a monument with shapes for students.

TEACHER SAY:
Do you see how I chose used a rectangle and a __________ to draw the tower?
That makes it easy for me to imagine how I might build it. It also makes it easy to label the materials I want to use.

TEACHER DO: Draw a line coming from the tower with the words card board / paper towel roll / tin foil (or any of the other answers your students gave for the previous question).

TEACHER SAY:
This is how I can label what material I am going to use so that I remember later.
That is what you are going to do now.
Yesterday, you drew a very nice picture of your monument.
Today, you're going to draw a quick sketch of the monument you will build with your partner.
This time, you are only going to use shapes.
Then, you will work with your Shoulder Partner to label each part with the material you will use to build it.
Turn to page 156 in your student book.



STUDENTS DO: Turn to page 156 in student book.

READ ALOUD: Draw your monument using shapes. Label the drawing with the name of the material you will use to build each part.

STUDENTS DO: Work with a Shoulder Partner to draw monument with shapes and label which materials they would like to use for the different parts of their model.

Note to Teacher: If computers/tablets with painting software is available to you, take time to have students practice turning geometric shapes into buildings using painting software.

6. Students will pick materials for their historical monument models.

TEACHER SAY:
I will use **Calling Sticks** to decide the order in which you select your materials.
We have a lot of materials, but there are also a lot of us! To start, take only what you know you will use.

Note to teacher: There are multiple ways for students to select their materials. You can use **Calling Sticks** *and allow students to pick one item from the materials table at a time for their group. This will be most fair because students will not be able to pick all of the "good materials" if they are picked first or get stuck with all of the "bad materials" if they are picked last. The drawback is that it will take much longer to have students pick one item from the materials table at a time. Another option that is relatively fair and saves time is to assign partners a number of things they can pick, and have them collect half of their materials when the first person in their group is called and the remainder of their materials when the second person in their group is are called. Lastly, you could choose to distribute packets of the same materials to every group of students. This would require you to let students know what will be available before beginning the design process.*

TEACHER SAY:
When I call your name, please come up and select materials from the front of the class. Please take a bag and put all of your materials into it. When you get back to your seat, write your names on your bag.

STUDENTS DO: Pick up a bag at the front of the class, select the materials for their model, and place materials into the bag.

TEACHER DO: Repeat this process as many times as you need to evenly allocate the materials for the models. Remind students to write names on the bags as they return to their seats. Depending on the type of bag, have masking tape for students to write on if pencils will not write well.

Note to Teacher: As you ask the below questions, lead the discussion to the idea of being adaptable and rethinking initial plans to include the materials they got versus the ones they wanted.

TEACHER SAY:
Did anyone get all the materials they had hoped for?

TEACHER DO: Call on students to answer the above question.

STUDENT DO: Answer the question.

TEACHER SAY:
Did anyone get materials they did not want?
Is this a problem? Why?

TEACHER DO: Call on students to answer the above question.

STUDENT DO: Answer the question.

TEACHER SAY:
What can you do to solve this problem?

TEACHER DO: Call on students to answer the above question.

STUDENT DO: Answer the question.

TEACHER SAY:
When we are building and creating, we often have to be creative about using what we have available, even if it's not our first choice. If you are going to use a different material to build a part of your monument, cross out the word you wrote in your student book and change it.

STUDENTS DO: Change material labels on monument drawing.

7. Closing: End the lesson by cleaning up, reviewing what the class did today, and explaining what the class will do tomorrow.

TEACHER SAY:
It is time to put all of your materials back in your bag.

STUDENTS DO: Place their materials back in their bags.

TEACHER SAY:
Please tie your bag at the top like this.

TEACHER DO: Demonstrate how to tie the top of the bag closed.

STUDENTS DO: Tie bag at the top.

TEACHER DO: Designate an area of the classroom to store all of the bags of materials until the next day.

TEACHER SAY:
When I call your group, please put your materials bag here and then sit back down.

TEACHER DO: Call each group using Calling Sticks.

STUDENTS DO: When called by the teacher, place materials bag in the designated area and then sit back down.

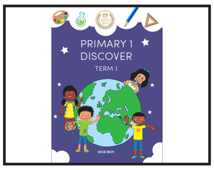
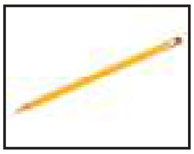
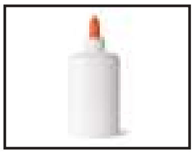
TEACHER SAY:
Tomorrow you will use your materials to build your model. Thank you for your hard work today.

Lesson 6 Overview

LEARNING OUTCOMES
Students will: • Build a model of a historical monument from collected materials.

KEY VOCABULARY
• Engineering • Design • Materials • Model • Adhesive

MATERIALS

Student books	Pencils	Crayons or Markers	Building materials in bags	Adhesives: Glue, Tape, String, Hot glue, etc.
				

Share (90 mins)

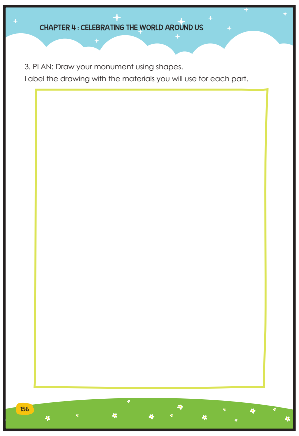
Directions

1. Introduction: Review what students completed towards their project goal on Day 5.

Note to Teacher: Set up a table or area where the adhesive tools are located before the class begins.

TEACHER SAY:
So far, you and your Shoulder Partner chose a historical monument, selected your materials, and drew an engineering design plan.
Today you will BUILD your models using your materials and your engineering design plan. Why do you think we plan before starting to build? What might happen if we just grabbed materials and started building without planning first? Talk to your Shoulder Partner about your ideas.

STUDENTS DO: Discuss what would happen with a **Shoulder Partner**.



2. Students should refer back to yesterday's page 156 of their student books to review their engineering design plan before creating their historical monument model.

TEACHER SAY:
Open your student book to page 156.

STUDENT DO: Open student book to page 156.

TEACHER SAY:
Look at your engineering design plan in your student book that you created yesterday.
Use this plan, with your materials and adhesives like glue, tape, and string to put your model together.

TEACHER DO: Point to the pile of materials and the adhesives laid out.

TEACHER SAY:
Also, you can add color to your materials with crayons and markers to make your model look even more like the object it is representing.
Are there any questions before you get started?

STUDENTS DO: Ask any questions to clarify what they need to do.

3. Students will need their bag of materials to build their models. You can have them distributed before students arrive, call them up to retrieve them, or pass them out at this time.

TEACHER SAY:
You and your partner have ____ minutes to create your historical monument model.
I will be walking around to observe your work and to give assistance if you need it.

STUDENTS DO: Create their historical monument models with their partners.

TEACHER DO: Provide students with a timeline that matches the work and their attention spans. Start with 10-15 minutes, then get students' attention to ask if there are any questions or problems, then provide more increments of 10-15 minutes to work as needed. Walk around and interact with the students as they are creating their models. About five minutes before the allotted time is over, give the students a warning that time will be up soon. If students finish with a lot of time left, have them share with another set of partners to practice presenting and describing what they built.

TEACHER SAY:
It is time to stop building.
Take the piece of tape with your names on it off your bag and put it onto your model.

STUDENT DO: Label their models with name tapes.

TEACHER SAY:
When I call your name, put your models away.

TEACHER DO: Select an area for students to store their models until tomorrow's lesson. Call students one at a time to put away their models.

STUDENTS DO: One student per group places their model in the designated space.

TEACHER SAY:
We are all responsible for the cleanliness of this classroom.
Let's take a few minutes to clean.
If we all work together, cleanup is faster and easier.

STUDENTS DO: Clean up the classroom.

TEACHER DO: Serve as a model and help students clean the classroom.

TEACHER SAY:
Thank you for cleaning.
Your models are finished and I'm so excited to see them all tomorrow.

4. Closing: Encourage students to think about the next lesson.

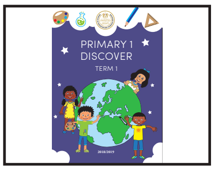
TEACHER SAY:
Last time you built models, you shared your work by giving a presentation about it to the rest of the class.
This time you will share your models in a different way.
Tomorrow we will organize our classroom into a museum.
You will walk around and view everyone's historical monument model as if it were on display in a gallery!

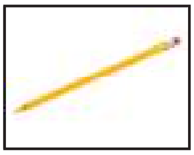
Lesson 7 Overview

LEARNING OUTCOMES	KEY VOCABULARY
Students will: • Assemble a classroom museum. • Utilize a gallery walk to analyze other students' work.	• Engineering • Design • Materials • Model • Historical • Monument

MATERIALS

Student books Models Pencils





Share (90 mins)

Directions

1. Introduction: Take this time to review with the students what they have completed so far towards their project.

TEACHER SAY:
On the first day you selected your materials and drew an engineering design plan. On the second day you used your plan, materials, adhesives, and crayons to build your model. Does anyone remember what we will be doing today?

TEACHER DO: Use **Calling Sticks** to choose a student to answer.

STUDENT DO: Answer what the class will be doing today.

TEACHER SAY:
That's right, you will be creating a classroom museum to display your models.
This is called a Gallery walk. Let's talk about what it means to do a Gallery walk.
Raise your hand if you have ever been to a museum.

STUDENT DO: Students raise their hands if they have been to a museum before.

TEACHER DO: Select 2-3 students with their hands raised and ask them questions about their visit to a museum.

TEACHER SAY:
For those of you who have been to a museum, how were the objects displayed?

STUDENT DO: **Students called on by the teacher answer the question, describing how the objects were displayed.**

2. You will need to take time to organize your classroom as a museum. Students can help by pushing tables, moving chairs, etc.

Note to Teacher: If time and situation allows, you can refer back to Chapter 2 when students learned about movement of non-living objects and changes in movement caused by pushing and pulling.

TEACHER SAY:
We will now rearrange our classroom to resemble a museum.
Let's push all of our tables and desks against the wall in a line along the outside of the classroom, like this.

TEACHER DO: Demonstrate pushing a desk/table to the wall of the classroom.

TEACHER SAY: **Now it is your turn to push your desk against the wall.**

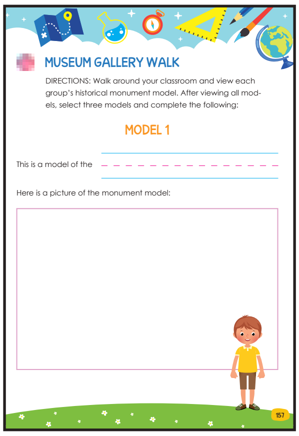
STUDENT DO: Follow teacher's lead and push the desks to the outside of the classroom.

TEACHER DO: Walk over to the place where the models are stored.

TEACHER SAY:
When I read your name, you and your partner will come and get your historical monument model and place it on a desk around the classroom.
Then you will both stand next to your model and wait for all groups to be called.
Please bring your student book and pencil with you.

TEACHER DO: Read off the names on the models.

STUDENT DO: Students collect their models and place it on an open desk around the classroom.


MUSEUM GALLERY WALK
DIRECTIONS: Walk around your classroom and view each group's historical monument model. After viewing all models, select three models and complete the following:
MODEL 1
This is a model of the
Here is a picture of the monument model:
157

3. Before students begin their gallery walk, explain the process and the details they will be recording on page 157 of their student books.

TEACHER SAY:
Please open your student book to page 157.

STUDENTS DO: **Open student book to page 157.**

READ ALOUD: **Walk around your classroom and view each group's historical monument model. After viewing all models, select three models and complete the following.**

Note to Teacher: Students will be recording information about the different models they observe. Students will also write reflections about other models, comparing to the model they built. You may choose to do this using pictures instead of requiring students to write sentences. You may also choose to structure this so the class completes several reflections together. During a Gallery Walk, some teachers choose to have students leave each other feedback using post-it notes. Adapt the directions below to suit your classroom needs. You may also want to consult with teacher of Arabic to ensure appropriate literacy level.

TEACHER DO: Demonstrate how to answer the questions in the student book. Take three historical monument models and place them in the front of the class. Read through all of the questions on the student book page and answer the questions, one for each model. This will show students what is expected of them during the museum gallery walk.

TEACHER SAY:
Are there any questions?

STUDENTS DO: **Raise a hand if they have any questions about the student book page.**

TEACHER DO: **Answer any student questions about the student book page.**

4. Instruct students on how to conduct themselves during a gallery walk.

TEACHER SAY:
We have created a museum in our classroom.
Visiting a museum is like visiting a library or a monument.
We should use the same kinds of behavior.
Can someone remember one of the behaviors we are supposed to use at a monument?

TEACHER DO: Use Calling Sticks to choose 3-4 students to provide response. Emphasize that we never touch anything displayed in a museum.

STUDENTS DO: Describe appropriate behavior.

5. Students will walk around the classroom looking at the models and recording their responses on pages 157 and 158 of their student book.

TEACHER SAY:
You will have __ minutes to for your gallery walk.
Remember to view all of the historical monument models first and then choose three models to answer questions about in your student book.

STUDENTS DO: Conduct the classroom museum gallery walk.

TEACHER DO: Walk and interact with the students as they are conducting the gallery walk. Provide assistance as needed. About five minutes before the allotted time is over, give the students a warning that time will be up soon.

TEACHER SAY:
Please stop working. All groups should return to the place where their model is located.

STUDENTS DO: Students return to their models.

TEACHER SAY:
We are going to put our models back where we stored them last night.
When I call one partner's name, please carefully pick up your model and put it away. Then, move your desk back to where it was located at the beginning of class.
We need to make sure we are safe and keeping others safe also.
Once you are done moving your desk, please sit quietly.

STUDENTS DO: Students store their monuments according to directions and return their desks to their original positions.

Note to teacher: If possible keep monuments displayed on windowsills or around the classroom for a few days so that students can be proud of their work. After a period of time, allow students to choose one partner to take the monument home or let students know that you will dispose of their monuments to make room for more great work.

6. Closing: This is the end of the chapter and the Theme. Review what students have learned in this chapter, and connect it to the entire Theme of "World Around Me." If time permits, turn each statement listed below into a question and ask students to reflect on learning.

TEACHER SAY:
I am very impressed with the hard work you put into building a model of a monument and creating a museum for all of your classmates to enjoy.
What a great way to end our theme, "World Around Me."
- **You studied your school environment and made a map.**
- **You learned how things move in the world and how we use transportation to move from place to place.**
- **You learned about why plants are important and how to grow them.**
- **And finally, you learned about different celebrations and monuments in the world around you.**

Now that you have learned all of this about the world around you, you are ready to learn about how that world works!

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